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ABSTRACT

Focusing on America from 1900 to the present, the major social, political, and economic developments in this century are presented in this course for grades 11 and 12. Large and small groups, panel discussions, and individual and group reports are all employed, with an emphasis on research techniques. Each student selects a major problem in 20th century America and does an in-depth research project on his topic, including its background, causes, and possible solutions. The course of study contains three sections: Overview, Units, and Materials. The overview presents the philosophy, major course objectives, samples of student handouts using the inquiry approach, a course description, major units, schedule of the year-long course, books to be used in the course, and pre and post test. Six units are outlined: The Rise of Industrialism, Reform in America, The U. S. Becoming a World Power, the Golden Twenties, the New Deal and World War II, and the Challenges of a New Era. A simulation list, two simulation games, and a book, film, and audiovisual list conclude the course of study. (KSM)

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# TITLE III, ESEA

## A Program to Improve Social Studies Instruction in the Ottumwa Community Schools

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Title III, ESEA

A Program to Improve Social Studies Instruction
in the Ottumwa Community Schools

Title:

America in the 20th Century, Grades 11-12, Course of Study,
Project #1009

Examines the rise of the city and its contribution to the development of American civilization, the rise of industrialism, reform in America, the U.S. becoming a world power, the "Golden Twenties", the New Deal and World War II, and the "Challenges of a New Era".

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# AMERICA IN THE 20th CENTURY

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# AMERICA IN THE 20TH CENTURY

## Philosophy of the Course

The overall objective of this course, America in the 20th Century, is to help each student develop to the limit of his ability into an independent thinker and a responsible citizen of a democratic society.

An independent thinker and a responsible citizen has attitudes which predispose him toward a cooperative and active role in a democratic society. He believes that a citizen should participate in the political process. He is willing to listen to all sides of an argument in order to make decisions in a scientific process rather than by depending on emotion or authority for his ideas. He wants to continue to learn once he has left the classroom, since good citizenship, as well as a rich cultural life, depends upon willingness and ability to assimilate new imformation.

This course does accept the basic ethic: the dignity and worth of the individual. But the course does not attempt to instill a particular set of values in students. On the other hand, the teacher and the materials used in this course should consistently call upon students to clarify substantive values. Discussing a value in class without trying to arrive at consensus challenges each student to think for himself and to reflect upon the values which he has learned in the home or the wider community. Clarification gives each student an opportunity to develop his unique value system.

In a world where the total knowledge of mankind doubles each decade, a student who has not mastered inquiry skills may well find himself on the human scrap heap ten years after he leaves school. Cramming "facts" and generalizations from a textbook into his head cannot meet the challenges of the knowledge explosion. Unless a student can inquire independently of the questions which teachers use to cue him, he is not equipped to be an independent thinker and a responsible citizen of a democracy.

Another objective of this course stresses knowledge of content. Much of the instruction is based on the use of a mode of inquiry, students must learn concepts before they can become involved in sophisticated historical analysis. Without them, they cannot ask the types of questions essential to analyzing changes over time.

The teacher has chosen content to fit the interests and need of students in American society.

In this course, there will be a wide range of teaching strategies from exposition at one pole to student-direction discovery at the other.

# AMERICA IN THE 20TH CENTURY

## A List of Important Points That All Teachers Should Use when Starting to Teach the Inquiry Approach

Did you explain philosophy behind method of INQUIRY to students before you began?

Discuss why study history, political science, economics, etc. - have students come to some conclusion of their own.

Thoroughly explain classroom procedures and grading policy to reassure students that a change in teaching technique will not hurt their grades, etc.

Don't imply students hypothesis is dumb - ask for evidence. Give easier questions to less bright students, harder to brighter students. If students don't answer questions, don't panic. They need time to think - if no response, you asked wrong questions.

Have students plan unit sequence when appropriate.

a. Use lots of small group work - especially in beginning, particularly with hypothesis formation and other INQUIRY skills.

b. In organizing groups, occasionally put more verbal bright students in separate groups. They can go at each other at own speed - forces rest of students to do work on their own without depending on brighter students.

Vary classroom activities - don't INQUIRE every day - all day - concentrate on activities that involve students.

Give oral grades as well as written - draw up a list of criteria that you would use to assess oral grade and let students evaluate themselves every couple of weeks - you do it every grading period.

Show enthusiasm for the approach. Don't be discouraged at first (takes about a month for students to relax and cooperate - they will, because of their traditional learning experiences, resent having to think).

Teach students how to take notes (if you want them to). If you have students take notes, stop and have discussion frequently and have students summarize (kids cannot think above a memory level, which is what we are asking them to do), talk and write too.

If you are going to give essay tests, teach students how to write them - will save you a lot of grading time.

## AMERICA IN THE 20TH CENTURY

### Important Points to Use in Teaching the Inquiry Approach (cont.)

Divide readings - may not be necessary for all students to read all articles in each concept topic. Divide readings by groups--give easier, shorter readings to slower students, etc. Have some read 1st half, some second, etc. Have some of harder readings taped by speech students or read them aloud. Use debates for conflicting interpretation. Tape these so students can analyze logic of arguments.

Concentrate on getting as many kinds to participate as possible--try to call on all every day for a while to get them used to participating. If you have 2 or 3 very verbal students who try to dominate, appoint them as resource persons. Let them ask for evidence of other students. Give them a teacher's guide and let them teach once in a while.

Keep learners on topic (unless its fruitful to depart) help students to clarify responses (by getting their definitions of words, etc.) but don't put their responses in your words. Demand adequate proof for what they say - this is not a bull session.

Change seating pattern of classroom - either circle or semi-circle, etc. so students are looking at each other. You sit down too and be part of learning process.

Offer contradictory or conflicting data or criticism. Let them deliberately go astray by questioning towards what you may think to be incorrect. Don't let students depend on you to guide them to so-called "right" hypothesis. They will think you know the right answer and brighter ones will try to guess what you have in mind - this is thinking game not guessing game.

Provide opportunities for students to inquire for themselves -- outside projects, etc.

Resist temptation to tell it to them--unless your objective is to get across lots of background information, etc., then lecture--it's more efficient.

Relate discussion to present day. Encourage them to do so--make it relevant.

## AMERICA IN THE 20th CENTURY

* Major Course Objectives:

1. Students will grapple with some of the major issues of the U.S.A. and other parts of the world today and in the foreseeable future, such as war and peace, poverty, prejudice and minority groups, economically underdeveloped nations, and urbanism (including such topics as poverty and jobs, air and water pollution, education, transportation, and government).

2. Students will analyze the total life of a few carefully selected groups in various parts of the U.S., usually starting with the present and then delving into the past to explain the present. Special attention will be devoted to their ideas of "the good life" or "the good society."

3. Students will examine our own nation, today and yesterday, seeing our national history in relation to the history of other nations. Special attention will be devoted to the development of democracy and its "unfinished business."

4. Students will be helped, through this course, to better understand human behavior - their own and that of other individuals and groups. Otherwise, this course is likely to be sterile and irrelevant, producing scholars rather than "enriched human beings."

5. Students will be aided in learning to think, to develop skills, and to discover for themselves the major concepts and generalizations of the social sciences and history. In this course, problem solving should be the major, but not the sole method used.

6. The focus of this course in American in the 20th Century should always be on people.

| | | |
|---|---|---|
| a. | People living in various groups, especially cultural and sub-cultural groups | the emphasis of anthropology and sociology |
| b. | People living in places, regions, or areas, affected by the land and often changing it | the emphasis of geography |
| c. | People earning a living, exchanging goods, and wrestling with the basic problem of scarcity | the emphasis of economics |
| d. | People developing goals, values, ethical codes, philosophies, and religions | the emphasis of religion and philosophy |
| e. | People enjoying and creating beauty in many forms | the emphasis of literature and the arts |

* Source: Dr. Lyle Alberts, University of N. Iowa

## Objectives (cont.)

| | | |
|---|---|---|
| f. | People organizing themselves into political groups to accomplish the things they cannot do as well individually and in small groups | the emphasis of political science |
| g. | People trying to understand themselves and others | the emphasis of psychology and social psychology |
| h. | People living the totality of life in various groups in various places and at various times | the emphasis of history |

7. This course is primarily concerned with the creation of finer human beings, secure enough in themselves that they can reach out to others, and convinced of the importance of democratic processes in bringing about needed changes. Thus, this course should help young people:

   a. to comprehend themselves and others as fully as possible, creating as fine a self-image as can be developed and as fair an image of others as can be accomplished.

   b. to cope with themselves and others in various human groups as positively as possible, contributing their talents to the groups of which they are members.

   c. to develop pride in our nation and a commitment to democratic ideals and processes and a concern for helping in some ways to contribute to the unfinished business of creating a more democratic society in the future.

   d. to extend their horizons to other parts of the world, developing empathy for other peoples and an interest in international affairs.

   e. to appreciate the rich legacy of various peoples to our civilization, to other civilizations, and to the emerging cultures of the world.

   f. to use history to illuminate life today.

   g. to develop rational means of attacking problems, ranging from personal to social, economic, and political ones.

   h. to understand the basic institutions created by men.

   i. to develop a philosophy of life which will enable them to enjoy life, contribute to it, help to change society, and to make it possible for them to share in the benefits of life on our planet.

## AMERICA IN THE 20th CENTURY

* The fourteen general themes listed below were selected in an attempt to clarify the major objectives of social studies teaching.

a. The Intelligent Uses of the Forces of Nature.

b. Recognition and Understanding of World Interdependence.

c. Recognition of the Dignity and Worth of the Individual.

d. The Use of Intelligence To Improve Human Living.

e. The Vitalization of Our Democracy Through an Intelligent Use of Our Public Educational Facilities.

f. The Intelligent Acceptance, by Individuals and Groups, of Responsibility for Achieving Democratic Social Action.

g. Increasing the Effectiveness of the Family as a Basic Social Institution.

h. The Effective Development of Moral and Spiritual Values.

i. The Intelligent and Responsible Sharing of Power in Order to Attain Justice.

j. The Intelligent Utilization of Scarce Resources to Attain the Widest General Well-Being.

k. Achieving a Balance Between Social Stability and Social Change.

l. Cooperation in the Interest of Peace and Welfare.

m. Achievement of Adequate Horizons of Loyalty.

n. Widening and Deepening the Ability To Live More Richly.

* Source: Dr. Lyle Alberts, University of N. Iowa

# AMERICA IN THE 20TH CENTURY

## Samples of Student Handouts Using the Inquiry Approach

### Regulation of Personal Conduct: What Should the Limits Be?

*Increase Mather, minister, author, and President of Harvard College, was America's foremost Puritan leader in the late seventeenth century. In 1684, he wrote,* An Arrow Against Profane and Promiscuous Dancing Drawn Out of the Quiver of the Scripture. *Selections adapted from that work follow.*

The controversy about dancing is not about whether all dancing is in itself sinful. Men may leap to show their strength. Men may dance with men, and women with women when it is done without offense and with moderation.

Our question is about mixed dancing of men and women, whether they are young or old. We declare that mixed dancing is utterly unlawful and cannot be tolerated in a place such as New England without great sin. The following arguments explain our decision.

If the Scripture condemns something, it is sinful. Only atheists will deny this conclusion. The Scripture condemns mixed dancing; the Seventh Commandment proves this statement. Wherever a sin is forbidden by a Commandment, all degrees of that sin and all acts leading to it are also prohibited. We cannot find one valid religious writer who does not mention mixed dancing as a violation of the Seventh Commandment. Such dancing provokes that which is evil in the sight of God.

A Christian should do nothing which may lead him from obedience to God. Who can pray to the Holy God to be with him when he is going to a dance? Going directly from a sermon to a dance hinders the exercise of religion. The devil catches the message of the Holy Word, making the religious service ineffective. Mixed dancing is a scandalous immorality, and therefore the churches should ban it.

The Lord expects you to bring up children who are baptized in His name according to His words. Do you not hear the Lord arguing with you and saying that you have taken My children and initiated them into the pomp and vanities of the devil, contrary to your agreement? What will you say to the Lord's pleading?

We have the charity to believe that you have made the mistake of dancing out of ignorance rather than wickedness. We have therefore considered it our duty to inform you of the truth. It will now be inexcusable for you not to reform. Consider what we say, and the Lord give you understanding in all things.

*THE ISSUE:* *Was either the Puritan Church or the government of the colony justified in its attempts to prohibit dancing?*

**Analogous cases:** Can you justify regulating the hair styles of boys or the skirt length of girls in a modern senior high school?
Can you justify a law prohibiting the use of profanity on television programs?
Can you justify the censorship of movies shown in public theaters?
Can you justify the censorship of movies shown in private homes?
Can you justify a law forbidding nude bathing on public beaches?

## Freedom of Speech: What Should the Limits Be?

In 1917, the United States joined the Allies in the war against Germany. While most Americans supported their nations decision to fight, some men and women opposed American participation in the war. Some opponents had close ties with Germany; others, notably Socialists and Communists, believed that the war served only the selfish interests of a few wealthy capitalists; still others opposed all wars as a matter of principle. To protect the nation against any persons who might try to interfere with the war effort, Congress passed an Espionage Act. The act provided stiff fines and/or imprisonment for persons convicted of attempting to interfere with United States military operations, of encouraging insubordination within the armed forces, or of obstructing the recruitment of soldiers.

The question soon arose of whether the guarantee of free speech made in the First Amendment protected those who spoke or wrote against war. Charles Schenck, General Secretary of the Socialist party, strongly opposed the war. He expressed that opposition in a circular which he wrote and mailed to several thousand soldiers. He claimed that the draft was a form of despotism which violated the Thirteenth Amendment. He also condemned the war as a capitalist conspiracy and urged soldiers to "Assert Your Rights" and "not submit to intimidation." Schenck, however, did not ask soldiers to disobey any laws in protesting the draft.

Schenck was arrested, indicted, and convicted for violation of the Espionage Act. The prosecution argued that he had intended his circular to interfere with the draft and hence with the war effort.

The Schenck case reached the Supreme Court which sustained the conviction. Justice Oliver Wendell Holmes wrote the majority decision in which he argued that "in many places and in ordinary times" anything said in the circular would have been protected by the Constitution. "But the character of every act depends upon the circumstances in which it is done. . . . [F]ree speech would not protect a man in falsely shouting fire in a theatre and causing a panic. . . . The question in every case is whether the words used are in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent." Holmes's statement has remained a guiding principle in determining the limits of free speech in cases involving the security of the United States.

*THE ISSUE:* *Did Charles Schenck have the right to speak against the draft?*

Analogous cases: Should an individual be permitted to speak against the policies and practices of his government in peacetime?

Should an individual be permitted to speak against the policies and practices of his government in time of war or other national emergency?

Should an individual ever be permitted to advocate the overthrow of the American government by force?

Should an individual ever be permitted to urge the assassination of the President, a congressman or senator, or any other leaders?

Samples of Student Handouts (cont.)

## Values for Daily Living: What Should They Be?

*As a young man, Benjamin Franklin was deeply concerned about problems of daily living and behavior similar to those which often have concerned young people —how to use leisure time? how to spend money? how to treat other people? To help him decide how to behave, he made a list of the values in which he believed. He stated the implications of each value for his conduct as follows.*

1. Temperance: Eat not to dullness. Drink not to elevation.
2. Silence: Speak not but what may benefit others or yourself. Avoid trifling conversation.
3. Order: Let all your things have their places. Let each part of your business have its time.
4. Resolution: Resolve to perform what you ought. Perform without fail what you resolve.
5. Frugality: Make no expense but to do good to others or yourself; i.e., waste nothing.
6. Industry: Lose no time. Be always employed in something useful. Cut off all unnecessary actions.
7. Sincerity: Use no hurtful deceit. Think innocently and justly; and, if you speak, speak accordingly.
8. Justice: Wrong none by doing injuries or omitting the benefits that are your duty.
9. Moderation: Avoid extremes. Forbear resenting injuries so much as you think they deserve.
10. Cleanliness: Tolerate no uncleanliness in body, clothes, or habitation.
11. Tranquillity: Be not disturbed at trifles or at accidents common or unavoidable.
12. Chastity: Rarely use venery [sex] but for health or offspring—never to dullness, weakness, or the injury of your own or another's peace or reputation.
13. Humility: Imitate Jesus and Socrates.

*THE ISSUE: Do you approve of these values as a guide to conduct?*

**Analogous cases:**

5. Frugality: Can you justify scrapping an old car which still runs well for a new model?
Can you justify discarding a wardrobe when styles change?
Can you justify great expenses for a wedding or a family reunion?

6. Industry: Can you justify playing tennis for recreation?
Can you justify watching the late show on television?
Can you justify summer vacations?

## Freedom of Press: What Should the Limits Be?

Matthew Lyon was a fiery Republican congressman from Vermont who vented his hostility toward Federalist officials and Federalist policies in the *Scourge of Aristocracy*, a periodical which he published. In 1798, another Vermont editor rebuked him for one of his attacks on President John Adams. In a letter to the editor, Lyon replied that he saw in President Adams "every consideration of public welfare swallowed up in a continual grasp for power, an unbounded thirst for ridiculous pomp, foolish adulation and selfish avarice." He further accused the President of expelling men from office who did not agree with him. The editor published Lyon's letter in his newspaper.

The letter appeared at a time when the nation was bitterly divided over whether Great Britain or France posed the greater threat to its security. In addition, the Republican party, which sympathized with France, was challenging the political strength of the Federalists, who supported Great Britain. In the midst of the controversy, the Federalist-controlled Congress passed the Sedition Act which it claimed was necessary in order to protect the nation from subversive French sympathizers. The act made writing, speaking, or publishing an attack on the government, Congress, or the President a federal crime. In effect the law stifled Republican opposition to Federalists.

After Lyon's letter appeared in print, a grand jury indicted him for violation of the Sedition Act. The jury charged him with "deceitfully, wickedly and maliciously contriving to defame the Government of the United States . . . and the said John Adams, Esq. . ."

Matthew Lyon argued his own case at his trial. He countered the charges that he had threatened the security of the government and had libeled the President by claiming that the Sedition Act was unconstitutional. He maintained that it violated the recently adopted First Amendment which states that "Congress shall make no law abridging the freedom of speech or of the press." The judge dismissed his argument completely, and the jury found Lyon guilty. He was sentenced to four months in jail and fined $1,000 and costs.

*THE ISSUE:* ***Should Matthew Lyon have been permitted to publish his opinions about the government and its leaders?***

**Analogous cases:** Should a newspaper be permitted to use nouns or adjectives such as "scoundrel," "malicious," "sneaky," "underhanded," or "vicious" in descriptions or indictments of public officials? Should a newspaper be permitted to make charges against public officials even though it cannot support those charges with specific evidence which will hold up in a court of law?

Should a newspaper be permitted to demand an investigation of a public official's conduct even though that newspaper has no legal evidence of wrongdoing?

Should a newspaper be permitted to publish verifiable accounts about the personal life of a public official which may damage his public reputation?

Samples of Student Handouts (cont.)

## Civil Disobedience: Can We Justify Breaking the Law?

*Henry David Thoreau (1817-1862) was a New England philosopher and writer who believed that the United States government had fought an unjust war with Mexico and had long condoned the immoral institution of slavery. To protest these abuses he went to jail rather than pay his taxes. In his* Essay on Civil Disobedience *(1849) he explained his stand about the proper relationship between individual conscience and government. Portions of that essay follow in simplified language.*

I think that we should be men first, and subjects afterward. It is not desirable to cultivate respect for law, so much as respect for the right. The only obligation which I have a right to assume is to do at any time what I think right.

Unjust laws exist: shall we obey them; or try to amend them, obeying them until we have succeeded; or break them at once?

If a law requires you to be the agent of injustice to another, then, I say, break the law. As for adopting the ways which the state has provided for remedying the evil, I know not of such ways. They take too much time, and a man's life will be gone.

I do not hesitate to say, that those who call themselves Abolitionists should at once effectually withdraw their support, both in person and property, from the government of Massachusetts and not wait 'till they constitute a majority of one, before they suffer the right to prevail through him. I think that it is enough if they have God on their side, without waiting for that other one. Moreover, any man more right than his neighbors constitutes a majority of one already.

Cast your whole vote, not a strip of paper merely, but your whole influence. If the alternative is to keep all just men in prison, or give up war and slavery, the State will not hesitate which to choose. If a thousand men were not to pay their tax-bills this year, that would be a less violent and bloody measure than it would be to pay them, and enable the State to commit violence and shed innocent blood.

*THE ISSUE:* *Was Thoreau justified in his refusal to pay taxes to a government which condoned slavery?*

**Analogous cases:** Can you justify the publication of an antislavery paper which urged its readers to break fugitive slave laws?

Can you justify the underground railroad which operated in violation of fugitive slave laws?

Can you justify Nat Turner's Rebellion in which as a slave he organized and led a revolt of other slaves?

Can you justify a pacifist's refusal to pay federal taxes which are used to support the armed forces?

## A Civil War Protest: Can a Riot Be Justified?

As the second year of the bloody Civil War drew to a close, Congress passed a conscription law which subjected all able-bodied men between ages 20 and 45 to the draft. The law was so full of loopholes, however, that many men escaped military service. A draftee could hire a substitute to serve in his place, or he could buy an exemption by paying the Union Government $300. The inequities of the law aroused violent opposition, particularly among poor people. Their requests to have the law amended or repealed got nowhere.

On the morning of July 13, 1863, hostility to the draft burst into violence in New York City. Several hundred people gathered at one of the draft offices and assaulted it with "a shower of clubs, bricks, and paving stones torn from the streets." With "a furious rush into the office," rioters destroyed everything in the room, including all draft records. Then, believing that the military officers had fled upstairs, they set fire to the building. When a government official tried to tell the angry crowd that women and children were trapped in the fire, they "set upon him with sticks and clubs and beat him till his eyes were blind with blood, and he, bruised and mangled, succeeded in escaping to the handful of police who stood helpless before this howling crew, now increased to thousands." Similar scenes were re-enacted throughout the day as the mob attacked police stations, draft offices, and government buildings, including an armory where weapons were stored.

By night numerous crowds, armed with clubs and guns, had gathered throughout the city. In addition to policemen and soldiers, Negroes also became victims of the rioters' rage. The mob even looted and burned an orphanage for Negro children. Order was not restored until Federal troops arrived from the recently-fought Battle of Gettysburg. By then the riot had lasted four days and 76 people had died.

*THE ISSUE:* *Were New York's citizens justified in their use of violence to protest the draft?*

**Analogous cases:** Can you justify writing letters to congressmen to protest draft laws?

Can you justify participation in a peaceful demonstration against the draft?

Can you justify refusal to be inducted into the armed forces?

Can you justify an attack on draft board offices and recruitment centers? Can you justify an attack on recruitment officers or civilians who support the draft?

## Government Regulation of Business: Private Rights and Public Protection

After the Civil War, millions of bushels of grain came into Chicago over the new railroad tracks that stretched like gleaming ribbons into the upper Mississippi Valley and across the Western Plains. In Chicago, farmers stored the grain in towering elevators until merchants purchased it for shipment to markets in eastern cities and foreign countries.

Five elevator companies, including one named Munn and Scott, controlled the Chicago storage facilities. These firms engaged in business practices which angered farmers and grain merchants. The elevator operators charged farmers high storage fees and often acknowledged receipt of fewer bushels of grain than farmers claimed that they had shipped. Frequently warehousemen issued false warnings to producers that their stored grain was rotting so they would sell at a low price. Deals between railroad and elevator companies often prevented farmers from consigning grain to the elevator with which they wanted to do business.

In 1871, farmers and grain merchants together pressured the Illinois legislature into passing laws which forbade elevator companies from charging exorbitant storage rates and from engaging in fraudulent business practices. Munn and Scott refused to obey the new laws on grounds that the state government was depriving their company of its property without due process of law as guaranteed by the Fourteenth Amendment.

When the case of *Munn vs. Illinois* came to the Supreme Court, the justices addressed themselves directly to the definition of private property which underlay the issue of government regulation of private business. In writing the majority decision which upheld the constitutionality of the regulatory legislation, Chief Justice Morrison R. Waite wrote: "Property does become clothed with a public interest when used in a manner to make it of public consequence, and affect the community at large. . . . [W]hen private property is devoted to a public use, it is subject to public regulation." In a strongly worded and tightly argued dissent, Justice Fields acknowledged that government could regulate "such uses of property as would create nuisances and become dangerous to the lives or health or peace or comfort of the citizens." But he pointed out that in the instance of the elevator companies, government was restricting business profits. Since, Fields continued, profits derived from the use of property could not be separated from the property itself, elevator rates set by the state deprived the operators of their property without due process of law.

*THE ISSUE:* *Was the government justified in regulating the elevator firms?*

Analogous cases: Can you justify the government setting a minimum wage which a firm must pay its employees?

Can you justify the government establishing a maximum number of hours which a company can require its employees to work?

Can you justify the government establishing safety standards for cars which automobile manufacturers must meet?

Can you justify the government establishing standards for television programs in order to eliminate programs depicting violence?

## Samples of Student Handouts (cont.)

### Government Intervention in a Labor Dispute: Can It Be Justified?

On May 12, 1902, 147,000 miners in the anthracite coal fields of northeastern Pennsylvania went on strike. The strike stemmed from long-standing grievances against the railroad companies that operated the mines. Work in the mines was dangerous and unsteady. During the previous year, 441 workers had died in mining accidents; countless others had been injured; still others suffered permanent lung damage from uncontrolled coal dust. The miners further claimed that operators falsified the weight of the coal they extracted on which their wages were based.

Union President John Mitchell presented the workers' demands to the mine operators. The demands included union recognition, an eight-hour day, and increased pay. The operators ignored the demands, claiming that to meet them would bankrupt their companies. Moreover, they were violently opposed to the union. The president of the major railroad company expressed his refusal to negotiate in this way: "The rights and interests of the laboring man will be protected and cared for—not by the labor agitators, but by the Christian men of property to whom God has given control of the property rights of the country. . . ." The lines between miners and operators were sharply drawn with no sign that either side intended to give in.

As winter approached, the strike assumed national importance for coal from the anthracite fields heated most homes, offices, and factories in the cities along the Atlantic seaboard. All northeastern cities faced coal shortages, and when the price of coal tripled in New York City, the Mayor warned of fuel riots.

President Theodore Roosevelt, worried about the hardships that no heat would bring to thousands of Americans, called Mitchell and representatives of the operators to a meeting with him at the White House. The President recognized that he lacked the legal authority to stop the strike and that no precedent existed for federal intervention to help bring a peaceful settlement to a labor dispute. Undaunted, however, he called upon both sides to make "individual sacrifices for the general good." Mitchell responded with a proposal that the President appoint a commission to arbitrate the strike, pledging that the union would abide by its decision. The operators initially refused to cooperate, but representatives of the President, working behind the scenes, finally won the operators' approval of an arbitration commission.

While the commission held public hearings, the miners returned to work and coal reached the eastern cities as winter set in. However, when the commission announced its decision in 1903, the miners won less than they had hoped for—a wage increase, but not recognition for their union.

*THE ISSUE:* ***Was President Roosevelt justified in intervening in a labor-management dispute?***

**Analogous cases:** Can you justify the government setting the price of steel in an attempt to avoid inflation?

Can you justify the government reducing taxes and borrowing money in an attempt to prevent a depression?

Can you justify the government placing a limit on individual contributions to political campaigns in order to prevent rich people from dominating election campaigns?

Can you justify the government placing a tax on all wages and salaries in order to support social security?

Samples of Student Handouts (cont.)

## Boycotts—Are They a Justifiable Means of Protest?

On December 1, 1955, Mrs. Rosa Parks boarded a segregated bus in Montgomery, Alabama, and sat down in the front part of the Negro section which was located toward the back of the bus. The bus was crowded. When more white passengers boarded, the driver asked Mrs. Parks and three other Negroes to move further back in the Negro section. Since all the seats there were occupied, the order to move meant that Mrs. Parks would have had to stand so that whites could sit. Mrs. Parks refused to leave her seat, in a gesture that the Reverend Martin Luther King, Jr. called "an individual expression of a timeless longing for human dignity and freedom." For her refusal to move, Mrs. Parks was promptly arrested.

News of her arrest spread quickly among the leaders of the nearly 50,000 Negroes who lived in Montgomery. They agreed that Negroes should stop riding the buses, for as one leader said, "Only through a boycott can we make it clear to the white folks that we will not accept this type of treatment any longer."

The leaders scheduled the boycott to begin on Monday, December 5, with hopes that 60 percent of the 17,500 Negroes who rode the buses twice daily would participate. On that historic day, over 99 percent of the Negro riders cooperated in the boycott. At a mass meeting that night, Dr. King was chosen president of the Montgomery Improvement Association (MIA) which was organized to direct the boycott.

During the next year, the Negroes of Montgomery traveled about the city in car pools and on foot. The bus company lost 75 percent of its patrons, and business throughout the city declined.

While the boycott continued, the MIA tried to reach a settlement with the city commissioners and representatives of the bus company. At first, Negro leaders attempted to work within the segregation ordinances of the city. They demanded: 1) courteous treatment of Negroes from bus drivers; 2) seating on a first come, first served basis, with Negroes seating from the back toward the front and whites seating from the front toward the back; and 3) employment of Negro bus drivers.

After five months of unsuccessful negotiations, during which King and over 100 other leaders were arrested and King's home was bombed, the MIA decided to challenge the bus segregation laws directly. It filed a suit in Federal Court asking that bus segregation be ended on grounds that it violated the Fourteenth Amendment. When the District Court found the bus segregation laws unconstitutional, the city appealed the case to the Supreme Court, which sustained the decision of the lower court. On December 21, 1956, the boycott ended; Negroes again rode the buses of Montgomery, but on an equal basis with white riders.

*THE ISSUE: Should the Negroes of Montgomery, Alabama, have boycotted the city buses?*

Can you justify a boycott to force a store to employ members of a certain racial or ethnic group?

Can you justify a boycott to force an airline to employ only white stewardesses?

Can you justify a boycott to force a company to contribute generously to a particular private charity?

In order to integrate buses, such as those in Montgomery, is it all right to call a general strike against all employers in the city?

In order to integrate buses, such as those in Montgomery, is it all right to burn empty buses in a parking lot? to stop filled buses and beat the bus drivers?

Samples of Student Handouts (cont.)

## Freedom of Religion: What Can It Justify?

One day in 1936 twelve-year-old Lillian and ten-year-old William Gobitis came home from the school they attended in Minersville, Pennsylvania, with news that they had been expelled for refusing to salute the American flag. They had meant no disloyalty to the United States by not joining their classmates in the pledge which opened each school day. Lillian and William were Jehovah's Witnesses, a religious group that believed that saluting the flag was bowing down before a graven image, an act which God forbade in the First Commandment. Mr. and Mrs. Gobitis asked the Minersville Board of Education to excuse their children from the flag salute. The Board refused, for it had made the flag salute compulsory in order to promote good citizenship and patriotism.

The Gobitises took Lillian and William out of the Minersville school, but they could not afford to send them to private schools. Mr. Gobitis then took the case to court, arguing that Pennsylvania laws made school attendance compulsory on the one hand, yet prevented his children from attending public school by requiring the flag salute on the other. The Federal District Court and the United States Circuit Court of Appeals sided with Mr. Gobitis, but the Supreme Court reversed these decisions. In writing the majority decision, Justice Frankfurter stated: "The mere possession of religious convictions which contradict the relevant concerns of a political society does not relieve the citizens from the discharge of political responsibilities."

The decision in *Minersville School* vs. *Gobitis* came in 1940 at a time when the threat of war increased patriotic fervor throughout the nation. In response to rising patriotism, the West Virginia State Board of Education ordered all teachers and students in public, parochial, and private schools "to participate in the salute honoring the Nation represented by the flag." Members of Jehovah's Witnesses found their children threatened with expulsion from school and prosecution as delinquents for not attending school.

The Jehovah's Witnesses challenged the constitutionality of the state law under which the Board of Education had acted. In the case of *West Virginia State Board of Education* vs. *Barnette*, the Supreme Court reversed the Gobitis decision declaring that ". . . no official, high or petty, can prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion or force citizens to confess by word or act their faith therein."

*THE ISSUE:* *Does the state have the right to require children to salute the flag in school?*

Analogous cases: Can you justify prayers in public schools?
Can you justify exempting an individual from military service because of his religious beliefs?
Can you justify denying state and federal funds to church-supported schools?
Can you justify taking peyote (a cactus containing a narcotic) as part of a religious service if using it is a violation of a law?

# AMERICA IN THE 20TH CENTURY

## Course Description

This course will focus on America from 1900 to the present. In this course will be discussed major social, political, and economic developments in this century, with special emphasis on crucial problems such as ecology (conflicting demands on natural resources, population explosion, pollution, etc.). There will be large and small groups, panel discussions, and individual and group reports, with emphasis on research techniques (library work). Each student will select a major problem in 20th Century America and do an in-depth research project on his topic, including its background, causes, and possible solutions. In dealing with the important problems facing America today, students will be encouraged to write letters to Congressmen and other government personalities; the purpose of this is to make the student aware of his responsibilities and his effect, as a citizen, on the "decision makers" in American government.

The course will be student centered, in that the student may choose his own major area of study, although there will be day to day assignments to be done by the entire class. There will be no official textbook; rather there will be multiple readings (paperbacks), which will cover a wide variety of topics. Examples: Only Yesterday: An Informal History of the 1920's; The Autobiography of Malcolm X; Future Shock, etc.

We will have AV materials focusing on this period--movies, slides, tapes, records, guest speakers, and use of local, state, and national newspapers.

# AMERICA IN THE 20TH CENTURY

Major Units of the Course:

I. The Rise of Industrialism (1900-1972) - 2 weeks

- A. The Struggle of American Workers to Organize
- B. Changing Ways of Life in the Industrial Age

II. Reform in America (1900-1972) - 2 weeks

- A. The Start of Reform Under the "Square Deal" (1897-1909)
- B. Reforms Under the "New Freedom" (1909-1920)
- C. "The Big Change" in American Way of Life

III. The U.S. Becoming a World Power (1898-1920) - 3 weeks

- A. American Expansion Overseas (1898-1914)
- B. American Expansion in the Caribbean Ses (1898-1914)
- C. America's Entry Into World War I (1914-1920)

IV. "The Golden Twenties" (1920-1932) - 2 weeks

- A. From Prosperity ("Good Times") to Economic Collapse ("Depression") (1920-1932)
- B. American Rejection of World Leadership (1920-1932)
- C. Living in the "Golden Twenties"

V. The New Deal and World War II (1932-1945) - 4 weeks

- A. Undertaking a Great Experiment, the "New Deal"
- B. The Great Experiment on Trial (1936-1940)
- C. Moving From Isolationism Into War (1932-1941)
- D. Americans in the Second World War (1941-1945)

VI. The Challenges of a New Era (1945-1970's) - 5 weeks

- A. Problems on the Domestic (home) Front (1945-1970's)
- B. The Challenges of World Leadership (1945-1960)
- C. Re-examining the Nation's Role in World Affairs (1960-1970's)
- D. America's Entry Into a New Era
- E. Problems as Well As Promise For A New Generation of Americans

In developing these units, the inquiry approach will be used, as well as student activities, group work, student films, teacher's lectures, small group discussion, "post-holing", etc.

# AMERICA IN THE 20th CENTURY

## SCHEDULE OF COURSE (FIRST SEMESTER)

| UNIT | TITLE | TIME |
|---|---|---|
| I. | Introduction and the Rise of Industrialism (1900-1972) | Aug.28-Sept.8 (10 days) |
| II. | Reform in America (1900-1972) | Sept.11-Sept.22 (10 days) |
| III. | The U.S. Becoming a World Power (1898-1920) | Sept.25-Oct.20 (20 days) |
| IV. | The Golden Twenties (1920-1932) | Oct. 23-Nov.3 (10 days) |
| V. | The New Deal and World War II (1932-1945) | Nov. 6-Dec.1 (10 days) |
| VI. | The Challenges of a New Era (1945-1970's) | Dec. 4-Jan.19 (25 days) |

# AMERICA IN THE 20th CENTURY

## SCHEDULE OF COURSE (SECOND SEMESTER)

| UNIT | TITLE | TIME |
|---|---|---|
| I. | Introduction and the Rise of Industrialism (1900-1972) | Jan.22-Feb.2 (10 days) |
| II. | Reform in America (1900-1972) | Feb.5-Feb.16 (10 days) |
| III. | The U.S. Becoming a World Power (1898-1920) | Feb.19-March 16 (20 days) |
| IV. | The Golden Twenties (1920-1932) | March 19-March 30 (10 days) |
| V. | The New Deal and World War II (1932-1945) | April 2-April 30 (18 days) |
| VI. | The Challenges of a New Era (1945-1970's) | May 1-May 30 (22 days) |

# AMERICA IN THE 20TH CENTURY

Books to be Used in this Course:

Fenton, A New History of the U.S.: An Inquiry Approach (teacher's copy)

American Political Behavior materials

Profile of America Series (Field Ed. Pub.
- Money, Machines and Migrants (1865-1920)
- The End of Isolation (1890-1920)
- Prosperity, Panic, and Poverty (1920-1939)
- The World at War (1941-1945)
- Total Global Commitment (1950-1970)
- The Modern Revolution (1950-1970)

Bragdon & McCutchen, Frame of Government

Starr, Todd, Curti, Living American Documents

James, The Supreme Court in American Life (Scott, Foresman, Co.)

Wright, Political Leadership in America (Scott, Foresman, Co.)

James, American Foreign Policy

Cramer, The Causes of War (Scott, Foresman, Co.)

Rattner, Reform in America (Scott, Foresman, Co.)

Mann, The Progressive Era (Holt, Rinehart & Winston)

Bass, America's Entry into World War One (Holt, Rinehart & Winston)

Baker, The Atomic Bomb: The Great Decision (Holt, Rinehart & Winston)

Keller, The New Deal, What Was It? (Holt, Rinehart & Winston)

Brown, The Human Side of American History

Gardner, Beery, Etc., Selected Case Studies in American History #2 (Allyn & Bacon, Inc.)

Traverso, The Spanish-American War: A Study in Policy Change (Heath Co.)

Wade, The Negro in American Life (Houghton Mifflin Co.)

Powell, Ideas in Conflict (Scott Foresman Co.)

McDougall, World Power and New Problems (1914-1930) (Scott, Foresman, Co.)

# AMERICA IN THE 20TH CENTURY

Books to be Used in this Course (cont.)

Dooley, Accent: U.S.A. (Scott, Foresman, Co.)

Todd and Curti, Rise of the American Nation (3rd Edition) (Harcourt, Brace, Jovanovich, Inc.)

Additional books will be used in this course, but they are listed at the end of the "Materials" section.

# AMERICA IN THE 20TH CENTURY

*(This test will be given to the students to give the teacher an idea of where the student is at the beginning and end of the course. Changes in this test will be made to make it more inquiry-oriented.)*

PRE AND POST TEST

Name______________________________
Period #______ Date__________ Score_____

DIRECTIONS: On the answer sheet mark each statement either True or False.

## WORLD WAR I:

1. The U.S. attempted to follow a "neutral" path during the first few years of the war.
2. The treaty of Versailles sowed seeds for future German revenge.
3. Resulted in our third war against the British.
4. Developed when Germany tried to rival British trade and the British Navy.

## THE NEW DEAL:

5. Created a new function for the U.S. government.
6. Resulted in "less" government in the lives of American citizens.
7. Is thought by some as having certain socialistic principles.

## WORLD WAR II:

8. Ended the communist threat in Western Europe.
9. Ended fascist Germany's attempt to dominate the European continent.
10. U.S. entered the war when Pearl Harbor was attacked.
11. Resulted in Japan's completion of plans to dominate Asia.

## AFTER WORLD WAR II:

12. Economically ($), this time developed into an inflationary period with deficit spending in the U.S.
13. Foreign affairs occupied an insignificant part in the total responsibilities of the U.S. government.
14. Period dominated politically by the conservatives who reversed the tide of liberalism in the U.S.

## THE KOREAN WAR:

15. Resulted from communist expansion.
16. Provided a convincing victory for the United Nations forces.

MULTIPLE CHOICE DIRECTIONS: Mark the letter of the correct answer on your answer sheet for each of the following statements.

17. Which of the following is incorrectly matched?
    - (A) Korean War - Douglas MacArthur
    - (B) World War II - Dwight D. Eisenhower
    - (C) "Cold War" - Marshall Stalin
    - (D) Spanish-American War - The Kaiser
18. Which of the following Presidents served the U.S. last?
    - (A) Herbert Hoover
    - (B) Theodore Roosevelt
    - (C) Franklin D. Roosevelt
    - (D) Woodrow Wilson

## PRE AND POST TEST (cont.)

MATCHING - DIRECTIONS: Mark the letter on your answer sheet which relates to each of the following wars to one of the effects listed.

41. Stopped the communists from expanding into South Korea.
42. Stopped Japanese attempt to take control of the Far East.
43. Ended Germany's attempt to dominate the European continent.
44. Made possible for the U.S. to acquire island territories from the Spanish.

A. Korean War
B. World War I
C. World War II
D. Spanish-American War

TRUE AND FALSE - DIRECTIONS: Mark the following statements True or False on the answer sheet.

45. During the 1920's the U.S. was undergoing social changes.
46. One of the major causes of the Great Depression starting in 1929 was over speculation in the stock market.
47. The Republican party has been traditionally more liberal than the Democratic party.
48. Adolph Hitler looked at World War II as a continuation of World War I.
49. Struggles of World War I and World War II can be viewed as conflicts between "have" and "have not" nations.
50. Atomic warfare was first used as a weapon of war during the Korean War.
51. Victory over Japan in World War II was accomplished before the defeat of Germany.

MULTIPLE CHOICE QUESTIONS - DIRECTIONS: Mark on your answer sheet the letter of the best answer of the possible choices given.

52. Which of the following is the best reason why the Japanese attacked Pearl Harbor?
    (A) She had grievances against the Hawaiian Islands.
    (B) She needed the economic ($) resources of the Hawaiian Islands.
    (C) The U.S. was the only country that stood between her and complete domination of the Far East.
53. Which of the following is not an effect of World War II?
    (A) awakened Asia and Africa
    (B) made the U.S. and the U.S.S.R. leading powers of the world
    (C) eliminated the possibility of any future war.
54. The United Nations Forces in Korea were mainly:
    (A) French (B) British (C) American

MATCHING - DIRECTIONS: On the answer sheet relate each personality to the phrase which applies to it.

55. A British Field Marshall
56. Leader of the French Underground during World War II
57. The German "Desert Fox"
58. British Prime Minister during World War II
59. Commander of U.S. troops in the Pacific
60. General in command at Corregidor

A. Winston Churchill
B. Marshal Rommel
C. Charles deGualle
D. Bernard Montgomery
E. Douglas MacArthur
F. Johathan Wainright

# AMERICA IN THE 20TH CENTURY

## Unit I: The Rise of Industrialism

I. Knowledge Objectives

II. Name and Term List (to be used in student discussions, talks, written work, lectures, readings, etc.)

III. Required and Recommended REadings for this Unit

IV. Possible Student Projects for this Unit

V. Sample Small Group Discussion Questions over Unit

VI. Films and Other A-V Materials over Unit

## AMERICA IN THE 20th CENTURY

## Unit I: The Rise of Industrialism (1900-1972)

### Knowledge Objectives:

1. To know that between the end of the Civil War and 1929, the American economy, while showing some flucutations expanded, with the gross national product increasing roughly eleven times.

2. To know that between the end of the Civil War and 1929, American life changed as population increased and as more Americans lived in cities, worked in manufacturing, construction, and white collar jobs, and enjoyed a higher standard of living.

3. To know that John D. Rockefeller and Andrew Carnegie explained American business growth in terms of the personal qualities and attitudes of successful businessmen and in terms of efficient businesb practices and procedures.

4. To know that American factories manufactured a variety of new products which changed consumption patterns.

5. To know that foreign commentators attributed American technological improvements and economic expansion to various factors; - the innovative qualities of American businessmen, workers, and consumers; expanding markets; a limited labor supply; and advertising techniques.

6. To know that the U.S. possessed the abundance and variety of natural resources necessary for economic growth.

7. To know that the capital resources for economic growth came from business profits, loans, the sale of stocks and bonds, and government grants of land.

8. To know that the U.S. had literate, healthy, and energetic human resources.

9. To know that American values, economic institutions, technology, and government also contributed to economic growth.

10. To know that textile workers faced serious problems which they could not solve by themselves.

11. To know that methods of producing steel introduced after 1890 changed the kind of work laborers performed, which in turn changed the type of worker employed in the industry.

12. To know that after 1890 the steel industry grew stronger, while the union became weaker.

Knowledge Objectives (cont.)

13. To know that changes in the labor force and in the ownership of the steel mills changed relationships among the workers themselves, between workers and their employers, and between workers and their families.

14. To know that the U.S. Steel Corporation controlled its employees by using rewards and intimidation.

15. To know that the new relationships between employers and employees affected community life in the mill towns.

16. To know that the steel strike of 1919 was an expression of the immigrant workers' aspirations for a better life and greater human dignity, as well as a test of union strength.

17. To know that the steel companies and many American citizens believed the strike was Communist inspired and a threat to American institutions.

18. To know that because of the role of newspapers, churches, and governmnet in breaking the strike, many steelworkers believed America was not a democratic society.

19. To know that the First World War was based on a revolutionary ideology which advocated the distruction of the capitalistic system.

20. It know that changes in business organization influenced the kinds of work laborers performed and relationships between employers and employees.

21. To know that workers organized unions in an attempt to maintain control over their own lives.

22. To know that unions grew slowly between 1870 and 1930 largely because of the hostile attitude of government.

23. To know that the Knights of Labor, The Socialists, and the First World War failed, while the A.F. of L. succeeded as an effective labor organization.

"You shall not press down upon the brow of labor this crown of thorns! You shall not crucify mankind upon a cross of gold!" - - - - William J. Bryan, 1896.

"Surplus wealth is a sacred trust which its possessor is bound to administer in his lifetime for the good of the community." - - - - Andrew Carnegie.

"So at last I was going to America! The boundaries burst, the arch of Heaven soared. . . the wind rushed in from outer space, roaring in my ears, America! America!" - - - - Mary Antin.

### NAMES

George Westinghouse

Christopher Sholes

Alexander G. Bell

Edwin L. Drake

John D. Rockefeller

Andrew Carnegie

Thomas Edison

Terence V. Powderly

Samuel Gompers

Eugene V. Debs

Jane Addams

### TERMS

Mass Production

Individual Proprietorship

Partnership

Corporation

Multiple Combination

Monopolies

Pool

Merger

Trust

Holding Company

Interlocking Directorates

Industrial Capitalism

Finance Capitalism

Stocks

Bonds

Dividend

Factors of Production
(land-labor-capital-enterprise)

Collective Bargaining

Knights of Labor

American Federation of Labor

American Socialist Party

Tenaments

Slum

Hull House

Salvation Army

## REQUIRED READINGS

### THE AMERICAN SPIRIT

| | |
|---|---|
| Weaver Attacks the Trusts | pp. 524-525 |
| A Yankee Visits the New South | pp. 525-527 |

### BASIC CONCEPTS IN HISTORY AND THE SOCIAL SCIENCES - "The Entrepreneur In The Gilded Age"

| | |
|---|---|
| Henry Demarest Lloyd: Story of a Great Monopoly | pp. 39-44 |

## RECOMMENDED READINGS

### THE AMERICAN SPIRIT

| | |
|---|---|
| Powderly Battles for Larger Goals | p. 528 |
| Gompers Condemns the Knights | pp. 528-530 |
| Carnegie's Gospel of Wealth | pp. 543-545 |
| The Nation Challenges Carnegie | pp. 545-546 |
| Custer's Last Stand | pp. 552-553 |
| Chief Joseph's Lament | pp. 554-555 |
| Morgan Proposes Fair Treatment | pp. 557-559 |
| Going Broke in Kansas | p. 565 |
| An Iowan Assesses Discontent | pp. 566-568 |

### A SENSE OF THE PAST

| | |
|---|---|
| Progress in the United States | pp. 275-278 |
| How the Other Half Lives | pp. 279-280 |
| Andrew Carnegie and Wealth | pp. 281-282 |
| Subduing the Plains | pp. 283-286 |
| The Round-up and the Long Drive | pp. 290-293 |
| The Great Race for Land | pp. 300-303 |
| A Great Monopoly | pp. 306-308 |
| Rockefeller and the Oil Trust | pp. 309-311 |
| The Railroad Strike of 1877 | pp. 312-314 |
| Gompers and the Toiling Masses | pp. 315-317 |
| Hull House | pp. 318-320 |

### BASIC CONCEPTS IN HISTORY AND THE SOCIAL SCIENCES - "The Entrepreneur In The Gilded Age"

| | |
|---|---|
| John D. Rockefeller: Opportunity in America | pp. 32-37 |
| Andrew Carnegie: Wealth | pp. 44-49 |
| Charles H. Cooley: The Relation of Competition to Association | pp. 50-53 |
| Senator John Sherman: To Deal With the Great Evil that Now Threatens Us | pp. 55-60 |
| Matthew Josephson: The Robber Barons | pp. 65-83 |
| Alan Nevins: Trial Balance | pp. 83-96 |
| Edward C. Kirkland: The Organization of Production | pp. 96-119 |

### IDEAS IN CONFLICT

| | |
|---|---|
| The Debate Over Indian Policy | pp. 71-83 |

### HUMAN SIDE OF AMERICAN HISTORY

| | |
|---|---|
| Kelley Keeps Step With the Music of the Age | pp. 186-187 |
| Chicago Recovers from the Great Fire | pp. 212-213 |

**ANVIL BOOKS** (may be done in total or part). The Anvil Series is advanced histori- material of which we have a limited supply.

## AMERICA IN THE 20th CENTURY
Possible Student Projects

### Unit I: The Rise of Industrialism (1900-1972)

1. Interview someone in our community government (mayor, city council member, police, etc.) and get their views on what the 1970's hold for Ottumwa, Iowa. (see teacher first is you choose this one.)

2. The history of America is also its education of its youth. Interview a faculty member, principal, counselor, vice-principal, etc. and get their views on education of the 1970's in Ottumwa schools. (see teacher first if you choose this one.)

3. Interview the Ottumwa postmaster and get his views on mail service in America during the 1970's. (see teacher first if you choose this one.)

4. Discuss "The American Industrial Revolution Between the 1900's and 1970's".

5. Discuss "The Immigrants and Their Contributions to America."

6. Discuss "Industrialism and the Problems Created By It".

7. Draw a time line for the period 1900-1972.

8. Discuss "The Development of Transportation in America from 1900-1972".

9. Discuss "The Rise and Development of Labor Unions Between the Period 1900-1972".

10. Discuss "Chicago the Meat Packing Center" - - - Upton Sinclair's The Jungle.

11. Write a review, "John D. Rockefeller. . . Man of Crude Oil".

12. Write a review on one of the following "men of industry": Bessemer, Carnegie, Marshall Field, Drake, Westinghouse, Morse, Bell, Sholes, or Edison.

13. Make drawings of inventions and developments of this period, 1900-1972.

14. Discuss "The Rise and Fall of Pools, Trusts, and Holding Companies."

15. Write a review "J. P. Morgan. . . . Man of Money".

16. Discuss "The Shift from Rural (country) to Urban (city) life in America".

17. Write an original work entitled "Life in an American Factory in the 1920's."

18. Discuss "Technology Creates More Jobs Than it Destroys".

19. Create original cartoons depicting the topic "The Rise of American Industrialism, 1900-1972". (see teacher for books to use in order to get ideas.)

20. Discuss "Should Industries in the U.S. Bear Responsibility For What Happens [illegible] Environment as a Result of Their Activities?"

Possible Student Projects (cont.)

21. Discuss "What methods are used by business today to consolidate and control vast economic enterprises?"

22. Discuss "Are today's objections to new technology comparable to the objections raised during the period just studied?"

23. Discuss "Does mechanization continue to bring about change in our society today?"

24. America has been described as a nation of immigrants, look into your own family background to discover where your relatives or ancestors were born and why they came to the U.S. If possible, interview a member of your family, or of a friend's family, who immigrated to the U.S. from another country--such an interview would be considered a primary source in historical investigation."

25. Present a report on the problems and contributions of one of the immigrant groups in the U.S.

26. Discuss "Do you agree or disagree with the economic ideas of Karl Marx? Can history be explained solely in economic terms?"

27. Interview a local labor union leader and get their views on what the 1970's hold for Ottumwa, Iowa. (See the teacher first if you choose this one.)

28. Inter view a local businessman and get their views on what the 1970's hold for Ottumwa, Iowa. (See the teacher first if you choose this one.)

29. Discuss "T. V. Powderly and the Knights of Labor."

30. Compare the organization of the Knights of Labor and the American Federation of Labor.

31. Discuss "The historical development of labor unions; the social service activities of labor unions; the legal status of labor unions."

32. Develop a panel discussion on the techniques and practices used in connection with strikes and lockouts. Members of the class will assume roles in which they are especially interested as follows: the union organizer, the manufacturer, the employee of a detective agency, the shop foreman, the strikebreaker, the superintendent of the plant, the private policeman of the company, the union member, the newspaper editor, the government arbiter, the president of the union, and the president of a local bank. (See the teacher first if you choose this one.)

33. Discuss "The techniques used to break strikes during 1900-1920 period."

34. Write an editorial and draw a cartoon for a newspaper in an industrial city picturing labor's debt to the capitalist or for a financial journal picturing the services of large banks and railroads to the average citizen.

35. When a Chamber of Commerce or a similar organization interested in the industrial development of a city advertises a large labor supply, non-unionized labor, and low wage levels to attract industries, does it take into account the long-term economic welfare of the community? Social Welfare? Explain fully.

36. Discuss "How did the growth of large corporations cause increased discontent between owners and workers?"

37. Discuss "How has the industrialization of America affected Ottumwa? Has Ottumwa profited in any way from the foundations created by early industrialists?"

38. Discuss "A substantial portion of the working population is not represented by labor unions today. Which occupational groups in Ottumwa are members of unions? Which are not? How do these groups compare with one another with respect to working conditions, wages, fringe benefits, and job security?" (See the teacher first if you choose this one.)

39. Discuss "One fourth of the labor force in 1920 was made up of women. What portion of the labor force is made up of women today? To what do you attribute the large number of women in the labor forces in 1920? Today, in the 1970's?"

# AMERICA IN THE 20TH CENTURY

## Unit I: The Rise of Industrialism (1900-1972)

## Sample Small Group Discussion Questions

1. What has been the importance of labor unions in the U.S.?
2. Do public employees -- policemen, firemen, teachers, etc., have the right to form unions and strike?
3. Is it important for the U.S. to be number one as an industrial country at the risk of industrial pollution and the exhaustion of our remaining natural resources today?
4. Are labor unions too powerful today?
5. What has been the influence of "Big Business" on America? Is there a military and industrial conspiracy running the country?
6. What are the four major factors of production? Which of the four factors is the most important?
7. Compare the present attitude of the American public toward "big business with their attitude in the period 1870-1900.

# AMERICA IN THE 20TH CENTURY

## Unit I: Rise of Industrialism

### Films to Be Used in this Unit:

(1) Film: American Image

# AMERICA IN THE 20TH CENTURY

## Unit II: Reform in America

I. Knowledge Objectives

II. Name and Term List to Be Used in the Unit by Students in discussions, talks, written work, readings, etc.

III. Required and Recommended Readings over this Unit

IV. Possible Student Projects for this Unit

V. Sample of Small Group Discussion Questions over Unit

VI. Films and Other A.V. Materials

## AMERICA IN THE 20th CENTURY

## Unit II: Reform in America (1900-1972)

### Knowledge Objectives:

1. To know that the development of an urban transportation system required centralized planning in order for transportation to be coordinated between the city and the outlying communities and for transportation to be geared to the economic needs and the population growth of the area.

2. To know that traffic experts believed that Municipal government required modification in order for cities and the surrounding communities to cooperate in solving transportation problems.

3. To know the background, personal qualities, training, and political techniques of a big city political boss.

4. To know that a political boss provided his constituents with tangible and necessary services, while in turn he made a private fortune at public expense.

5. To know that a political boss believed reformers failed in politics because they lacked the training required for political success.

6. To know that Jane Addams attacked a local political boss as an exploiter of the lower classes and as an impediment to the honest administration of reform legislation.

7. To know that a reform mayor proposed a commission type of government in order to promote sound business practices, efficiency, and democracy in Municipal government.

8. To know that the rapid growth of cities between 1900 and 1970 created a host of urban problems.

9. To know that established Municipal governments were unable to deal effectively with urban problems.

10. To know that city bosses provided services for their constituents which government failed to provide.

11. To know that in the last decades of the nineteenth century, reformers worked to change the form of Municipal government and the type of municipal leaders in order to promote greater efficiency.

Knowledge Objectives (cont.)

12. To know that the reform programs improved the quality of many municipal services while excluding many citizens from significant participation in the political life of their communities.

13. To know that Theodore Roosevelt and Woodrow Wilson believed that the privileges of special interest groups should be ended so that all citizens could have more equal opportunities.

14. To know that both Roosevelt and Wilson advocated an expanded role of the Federal government in curbing the power of special interest groups.

"The real cure for the ills of Democracy is more Democracy." - - - - Robert LaFollette.

"America is God's crucible, the great melting pot." - - - Israel Zangwill, 1908.

"The crest and crowning of all good, life's final star, is brotherhood." - - - - Edwin Markham.

"Speak softly and carry a big stick." - - - - Theodore Roosevelt, 1901.

"There is no king who has not had a slave among his ancestors, and no slave who has not had a king among his." - - - - Helen Keller, 1902.

"A man who is good enough to shed his blood for his country is good enough to be given a square deal afterward." - - - - Theodore Roosevelt, 1903

"Once there were two brothers, one ran away to sea, the other was elected Vice-President, and nothing was ever heard of either of them again." - - - - Thomas R. Marshall (Vice-President).

NAMES

R. B. Hayes

Carl Schurz

James Garfield

Roscoe Conkling

James Blaine

Chester Arthur

Charles Guiteau

Grover Cleveland

Benjamin Harrison

James B. Weaver

William J. Bryan

TERMS

Merit System

Spoils System

Stalwarts

"Half-Breeds"

Pendleton Act

Interstate Commerce Act

Rebates

Sherman Anti-Trust Act

Populists

Initative

Referendum

Coxey's Army

Election of 1880

Election of 1884

Election of 1888

Election of 1892

Election of 1896

# AMERICA IN THE 20th CENTURY

## Unit II: Reform in America

### Required Readings

**The American Spirit**

| | |
|---|---|
| Cleveland Wields the Veto Pen | pp. 509-511 |
| Cleveland Pleads for Tariff Reduction | pp. 512-513 |
| Bryan's Cross of Gold | pp. 583-596 |
| Prologue and Pulitzer Demands Intervention | pp. 590-593 |

**A Sense of the Past**

| | |
|---|---|
| The Burning Civil Service Question | pp. 326-328 |

### Recommended Readings

**The American Spirit**

| | |
|---|---|
| Morton Praises the Spoils System | pp. 499-501 |
| The Mugwumps Condone Cleveland | pp. 507-509 |
| Bryan's Afterthoughts | pp. 587-588 |
| Hearst Stages a Rescue | pp. 591-592 |
| A Madrid Paper Talks Back | pp. 594-595 |
| Senator Proctor's Damning Report | pp. 596-597 |
| Beveridge Trumpets Imperialism | pp. 608-610 |

**A Sense of the Past**

| | |
|---|---|
| The Golden Tongued Orator | pp. 332-333 |
| A Book Review | pp. 344-345 |

**Impressions of America - Vol. II**

| | |
|---|---|
| Selected Readings or All Three | pp. 102-107 |

## AMERICA IN THE 20th CENTURY
### Possible Student Projects

### Unit II: Reform In America (1900-1972)

1. Search current newspapers and magazines for articles on migrant farm workers in the U.S. Compare the difficulties these migrant workers have with problems faced by early Grange members.

2. Do dissident groups need a crisis in order to mobilize behind one leader and one platform? Does a society have to be confronted with a crisis or an emergency before it listens to those who are in need?

3. Discuss "does education today reflect the needs of our society? What changes, if any, would you recommend be made in the high schools and colleges today?"

4. Discuss "what in your opinion is the role of newspapers today?"

5. Discuss "do you think the Federal government should be involved in the support of the art?"

6. Discuss "what part has racial prejudice played in the history of the American Indian?"

7. Discuss "Black Americans have striven to achieve equality, not dominance."

8. Discuss "has the attitude of the American public toward the graduated income tax changed from what it was during the past?" (A student may want to trace interview with different people. See your teacher first if you choose this one.)

9. Discuss "what reforms are currently being proposed by the national government to help remedy the ills of our society? How do the problems of today compare with those of the period just studied?"

10. Discuss "will Black Americans and the other minorities benefit from reform measures being proposed or enacted by the national government today?"

11. Discuss "why was transportation vital to the creation of a modern America?"

12. Discuss "Black Americans were not included in Wilson's New Freedom Program. Why? From what other reform programs had Black Americans been excluded previously? Why?

13. Discuss "in general, whom do you respect more, the person who inherits his money or the person who "makes it" on his own? Explain how your answer relates to your belief about America and opportunity."

14. Discuss "what is meant by The American Dream?

Possible Student Projects (cont.)

15. Comment on how the automobile affected the American way of life with regard to: (A) where people worked; (B) where people lived; (C) individual freedom.

16. Discuss "In what ways did the revolution in communication help start reform movements and the growth of political democracy?"

17. Discuss "American citizens increasingly look toward the Federal government to meet the needs of our modern society. Do you think that the state and local governments could deal more effectively with some of our modern problems?"

18. Discuss "Thomas Jefferson and Andrew Jackson both believed with Thoreau that 'government is best which governs least.' Do you think this viewpoint became less practical by the twentieth century?"

19. Discuss "During the period in which the U.S. was transformed by industrialization and urbanization, new situations arose in which Black Americans were discriminated against. Name some of these new situations."

20. Study paintings and music of the period 1897-1920's. How well do the art and music of the period reflect the times?

21. If possible, obtain a Sears Roebuck catalog that dates from this period, 1910-1929. What do the ads tell you about American life at that time? What seems particularly old fashioned? What seems to have remained more or less the same?

22. Examine old newspapers or magazines printed in Ottumwa during the years, 1900-1930. Compare the prices of food and clothing in the advertisements with current prices. Then consult an almanac to find out what the average family income in the U.S. was during those years and what it is now. Was it easier or more difficult to support a family then? (See the teacher first if you choose this one.)

23. Discuss "Contrast the problems of the operation of a large, mechanized, farm in the midwest with the problems confronting the small subsistence farmer in Appalachia today. What factors have influenced the development of farming in these diverse (poor) regions?"

24. Discuss "You have learned that the farmers of America, during this period, felt that the government followed policies that were injurious to the farmer. What is the relationship between government and farmers today?" (See the teacher first if you choose this one.)

25. Discuss "How do you account for the reluctance of voters to go to the polls on election days? Is this indifference peculiar to America? What are the efforts of special-interest groups, politicians office-holders, political machines, and the quality and efficiency of governmental services? What steps would you suggest to correct this?"

26. Discuss "You may have known that we have started a graduated income tax in America. Such a tax has been bitterly opposed by a large portion of our population. How important is the federal income tax as a source of revenue (money)? What are other sources of revenue? Does Iowa have a graduated income tax? When was it started?

# AMERICA IN THE 20TH CENTURY

## Unit II: Reform in America (1900-1970's)

### Sample Small Group Discussion Questions:

1. What reforms were made during the "Progressive" era? Can you compare the Progressive movement with reform movements of the 1970's? (Examples: welfare, greater citizen participation in government, Women's Lib) How about the Progressive movement vs. the "New Left" ideas?

2. Compare the treatment of the American Indian today with that of a century ago. (1870's)

3. Conflict in the American family occurred during this "Reform Period" of U.S. history. What new sources of conflict confront parents and children today?

4. Education: What reforms or steps should be taken to better the education system today?

5. Prisons and Institutions: Do we need reform in these areas in the 1970's?

6. Women's Rights: What are their goals today? How is the Women's Liberation movement changing American life? How far will it go?

7. Expansion of Democracy: Is our Democracy "satisfactory" today? Does it need expansion or change?

# AMERICA IN THE 20TH CENTURY

## Unit II: Reform in America

### Films to Be Used in this Unit:

(1) Film: House of Man
(2) Film: Animal Farm

# AMERICA IN THE 20TH CENTURY

## Unit III: The U.S. Becoming a World Power

I. Knowledge Objectives

II. Name and Term List to Be Used in the Unit by Students in Discussions, Talks, Written Work, Readings, etc.

III. Required and Recommended Readings over this Unit

IV. Simulation Game (War Or Peace?)

V. Possible Student Projects over this Unit

VI. Sample of Small Group Discussion Questions over this Unit

VII. Films and Books and Other A.V. Materials over this Unit

## AMERICA IN THE 20th CENTURY

## Unit III The U.S. Becoming a World Power (1898-1920)

Knowledge Objectives:

1. To know that near the end of the nineteenth century, many Americans wanted their nation to assume a more active role in world affairs.

2. To know that Americans advocated the annexation of Hawaii for various reasons - to protest and expand America's commercial interests, to spread the benefits of its civilization, to strengthen its defenses, and to continue its expansion.

3. To know that in 1898, President McKinley asked Congress to declare war against Spain mainly for humanitarian and economic reasons.

4. To know that those Americans who supported the annexation of the Philippine Islands justified such action of humanitarian, economic, nationalistic, and religious grounds.

5. To know that those Americans who opposed the annexation of the Philippines argued that by becoming an imperialist nation the U.S. would have to expend its resources on a larger army and navy and that ruling other people would belie traditional American principles.

6. To know that America's wartime experiences led to greater centralized planning, increased cooperation amoung business and between business and government, a new emphasis on public over private interests, and the application of scientific knowledge and expertise to public problems.

7. To know that Bernard Baruch and John Dewey proposed that America make use of its wartime experiences in order to promote the public interest and to create a more orderly society.

8. To know that the suggestions of Baruch and Dewey presupposed that the Federal government would play a larger and more positive role in American life.

9. To know that the controversy over America's membership in the League of Nations centered on the future role of the U.S. in world affairs and the responsibilities it would assume for world peace.

10. To know that in the late nineteenth and early twentieth centuries, the U.S. became a major world power which exerted the dominant influence in Latin America, attempted to influence events in Asia, and provided assistance for the Allied victory in W. W. I.

Knowledge Objectives (cont.)

11. To know British attitudes toward American foreign policy before and during W.W. I.

12. To know that Theodore Roosevelt and Woodrow Wilson believed that the privileges of special interest groups should be ended so that all citizens could have more equal opportunities.

13. To know that both Roosevelt and Wilson advocated an expanded role for the Federal government in curbing the power of special interest groups.

". . . Americans must now begin to look outward, the growing production of the country demands it."---------- Captain Alfred Mahan.

"War should never be entered upon until every agency of peace has failed." ---------- William McKinley, March 4, 1897.

"Remember the Maine." -------- Slogan of the Spanish-American War.

"The World Must Be Made Safe For Democracy." ---------- Woodrow Wilson, 1917.

"Pack Up Your Twoubles In Your Old Kit Bag, and Smile, Smile, Smile." ---------- George Asaf, 1915.

"America Cannot Be An Ostrich With Its Head In The Sand."----------Woodrow Wilson, 1916.

"The Thing to do is to Supply Light and No Heat."--------- Woodrow Wilson, 1916.

"Lafayette, We Are Here."-------Col. C. E. Stanton, July 4, 1917.

"Property Can Be Paid For; The Lives of Peaceful and Innocent People Cannot Be. The Present German Submarine Warfare Against Commerce is a Warfare Against Mankind."---------Woodrow Wilson, War Message, April 2, 1917

"Dare We Reject It (the league) and Break the Hearts of the World?"----Woodrow Wilson, 1919.

# AMERICA IN THE 20TH CENTURY

## Unit III: THE U.S. Becoming a World Power

**Names**

- President William McKinley
- Commodore Dewey
- Theodore Roosevelt
- Admiral William T. Sampson
- Emilio Auginaldo
- William Jennings Bryan
- Upton Sinclair
- William Taft - 1908
- Woodrow Wilson - 1912
- Pancho Villa
- Gen. John Pershing
- Mahan

**Terms**

- The U.S.S. Maine
- Yellow Journalism
- Battle of Manila Bay
- "Rough Riders"
- San Juan Hill
- Treaty of Paris
- Imperialism
- Anti-Imperialists
- Election of 1900
- Muckrakers
- "The Jungle"
- Referendum
- Initiative
- Recall
- Australian Ballot
- Direct Primary
- Square Deal
- Elkins Act
- Hepburn Act
- Pure Food & Drug Act
- Meat Inspection Act
- National Reclamation Act
- Department of Commerce and Labor
- Payne-Aldrich Tariff
- 16th Amendment
- Bull Moose Party
- Underwood Tariff
- Federal Reserve System (p. 503 in text)
- Federal Trade Commission
- Adamson Act
- Clayton Anti-trust Act
- Panama Canal
- Roosevelt Corollary
- Open Door Policy
- Great White Fleet
- Dollar Diplomacy
- Missionary Diplomacy

# AMERICA IN THE 20TH CENTURY

## Unit III: The U.S. Becoming a World Power

### Names

President William McKinley
Commodore Dewey
Theodore Roosevelt
Admiral William T. Sampson
Emilio Auginaldo
William Jennings Bryan
Upton Sinclair
William Taft - 1908
Woodrow Wilson - 1912
Pancho Villa
Gen. John Pershing
Mahan

### Terms

The USS Maine
Yellow Journalism
Battle of Manila Bay
Rough Riders
San Juan Hill
Treaty of Paris
Imperialism
Anti-Imperialists
Election of 1900
Muckrakers
*The Jungle*
Referendum
Initiative
Recall
Australian Ballot
Direct Primary
Square Deal
Elkins Act
Hepburn Act
Pure Food & Drug Act
Meat Inspection Act
National Reclamation Act
Department of Commerce and Labor
Payne-Aldrich Tariff
16th Amendment
Bull Moose Party
Underwood Tariff
Federal Reserve System
Federal Trade Commission
Adamson Act
Clayton Anti-trust Act
Panama Canal
Roosevelt Corollary
Open Door Policy
Great White Fleet
Dollar Diplomacy
Missionary Diplomacy

# AMERICA IN THE 20TH CENTURY

## Unit III:The U.S. Becoming a World Power

## Name and Term List, World War I

### Names

Woodrow Wilson
Bernard M. Baruch
Herbert C. Hoover
John J. Pershing
Marshall Foch
Lloyd George
Clemenceau
Orlando
Henry Cabot Lodge
William E. Borah
Warren G. Harding

### Dates

June 28, 1914
April 6, 1917
November 11, 1918

### Battles

Cantigny
Chateau Tierre
Belleau Wood
2nd Battle of the Marne
Muese-Argonne

### Terms

Tripple Alliance
Triple Entente
Nationalism
Imperialism
Militarism
International Anarchy
Neutrality
Contraband
Lusitania
Unrestricted Submarine Warfare
Zimmerman Note
Conscription (Selective Service Act)
War Industries Board
Food Administration
National War Labor Board
Committee on Public Information
Espionage Act
Sedition Act
"doughboys"
Propaganda
Big Four
Big Five
Collective Security
Treaty of Versailles
League of Nations
Sanctions
Arbitration
Isolationists
Revisionists

# AMERICA IN THE 20TH CENTURY

## Unit III: The U.S. Becoming a World Power

### Required Readings

#### The American Spirit

| | |
|---|---|
| Yellow Journalism in Flower | p. 590 |
| Roosevelt Launches a Corollary | p. 624 |
| The Heyday of Muckraking | p. 639 |

#### A Sense of the Past

| | |
|---|---|
| Theodore Roosevelt at San Juan Hill | p. 341-343 |
| Drama at the Progressive Convention | p. 376-378 |
| The Muckrakers | p. 364-366 |

### Recommended Readings

Text - all pages in chapters 18, 20, and the first half of 21 that are *not* for required reading

#### A Sense of the Past

| | |
|---|---|
| The Spanish American War | pp. 338-340 |
| Dewey in the Philippines | pp. 336-338 |
| Prisoners in Peking | pp. 352-354 |
| Exercises in Practical Politics | pp. 355-357 |
| Roosevelt as Peacemaker | p. 358 |
| The New Immigration | p. 369 |
| The Cause of Pure Food | pp. 372-375 |
| Woodrow Wilson - Precedent Breaker | pp. 382-384 |

#### The American Spirit

| | |
|---|---|
| De Lome's Indiscreet Letter | p. 593 |
| Senator Proctor's Damning Report | p. 596 |
| McKinley Submits a War Message | pp. 600-602 |
| Rough Times for Rough Riders | p. 603 |
| The Siren Song of Imperialism | p. 606 |
| The Bitter Fruits of Imperialism | pp. 612-614 |
| The Panama Revolution | p. 617 |
| Child Labor in the Coal Mines | p. 631 |
| Corruption in the Cities | pp. 635-637 |
| The Era of Trust Busting | pp. 645-647 |
| Battling for Tariff Reform | pp. 668-670 |

Basic Concepts - The Status Revolution and the Progressive Movement.
Explanations of the Progressive Movement by recent historians.
p. 45

# AMERICA IN THE 20TH CENTURY

## Unit III: The U.S. Becoming a World Power
## Readings on World War I

### Required Readings

**The American Spirit**

| | |
|---|---|
| Lord Bruce's Propaganda Report | p. 686 |
| Wilson Demands Muzzled U-Boats | p. 693 |
| Germany Justifies the Sinking | p. 695 |
| Houston Urges a Draft | p. 705 |
| Colonel House Appraises the Conference | p. 729 |
| Lodge Blames Wilson | p. 739 |

### Recommended Readings

**The American Spirit**

| | | | |
|---|---|---|---|
| | Lansing's Pro-Alley Tactics | p. 688 | |
| | Berlin Condemns the Munitions Traffic | p. 691 | |
| | Secretary Houston Argues Both Sides | p. 697 | |
| * | Wilson Breaks Diplomatic Relations | p. 700 | |
| * | Representative Kitchin Assails the War Resolution | p. 701 | |
| * | LaFollette Demands His Rights | p. 711 | |
| * | Chafee Upholds Free Speech | p. 714 | |
| * | T.R. Demands Unconditional Surrender | p. 721 | |
| * | The New Republic Favors Negotiations | p. 723 | |
| * | Wilson Asks for a Democratic Congress | p. 725 | p. 72 |
| * | Editor Harvey Belittles Article X | p. 731 | |
| * | Wilson Testifies for Article X | p. 732 | |
| | Wilson Suggests a "Solemn Referendum" | p. 740 | |
| | An Editor Dissects the "Referendum" | p. 743 | |

**Realism and Idealism in Wilson's Peace Program - Basic Concepts**

| | | |
|---|---|---|
| ** | Woodrow Wilson: Peace Without Victory | p. 7-10 |
| ** | Woodrow Wilson: The Aims of the War Against Germany | p. 10-16 |
| ** | The Pattern of Old World Diplomacy | p. 27-31 |
| ** | Theodore Roosevelt: The League of Nations | p. 31-35 |
| ** | The Peace Settlement | p. 54-61 |
| **** | Richard Hofstradter: Wilson's Peace Program | p. 61-69 |
| **** | Hans Morgenthau: The National Interest vs. Moral Abstractions | p. 70-81 |
| **** | Robert E. Osgood: The Nationalistic Defection from Wilson's Program | p. 81-88 |
| **** | Arthur S. Link: Wilson and the Liberal | p. 88-102 |

**From Imperialism to Isolationish - 1898-1919 - New Perspectives**

| | | |
|---|---|---|
| *** | Going Into World War I | p. 33-52 |
| ** | The Struggle for a Just Peace | p. 53-60 |
| **** | Internationalism or Isolationism | p. 61-86 |

## Readings on World War I (cont.)

### A Sense of the Past

| | |
|---|---|
| The War Erupts | p. 390 |
| * Too Proud to Fight | p. 393 |
| An Outbreak of Hysteria | p. 395 |
| Women in the War | p. 398 |
| * Wilson in Europe | p. 401 |
| On Tour with Wilson | p. 401 |
| Booth Tarkington's Last Sight of Wilson | p. 405 |

### The Human Side of American History

| | |
|---|---|
| We'll Get a Second Leiutenant to Run It | p. 244 |
| All We Can Do Is Wait for Fortune's Decision | p. 244 |

### America's Entry Into World War I - American Problem Studies

(any of the sub-titles of the following selections may be used)

| | |
|---|---|
| ** The Submarine Thesis | p. 8-15 |
| ** The Revisionist Attack | p. 16-60 |
| ** The Reply to Revisionism | p. 61-93 |
| ** The Security Thesis | p. 94-119 |

# AMERICA IN THE 20TH CENTURY

## Unit III: The U.S. Becoming a World Power

## Simulation Game - War Or Peace? (for use in World War I Sub-Unit)

### Rationale for Using Simulation

The use of simulation as an introduction to this unit will involve the students in decision making under emotional conditions that intensify their motivation. It will place the student in a more realistic environment than any other process of learning except the actual experience.

The use of this simulation may close the "learning gap" between the successful and the unsuccessful student.

The adapted simulation which follows will be used by eleventh grade or twelfth grade students. It will be used in a self-contained classroom with students classified by the school as "regular" students. The students will use three days for this simulation.

### As a Result of the Simulation the Student Will:

1. Recognize that war causes displaced persons in defeated countries
2. Compare the territorial changes as they relate to the territorial gains of the victorious nations and the territorial losses of the defeated nations
3. Analyze the importance of diplomacy involving the victorious as well as the defeated nations
4. Recognize that boundaries are drawn for political reasons at the expense of human or geigraphical considerations

### Role of the Teacher During the Game

Circulate among the groups and offer suggestions when desitable. Answer questions when necessary. Try to involve the student in answering his own questions and arriving at solutions. The teacher must not offer a better strategy that the pupil does not perceive.

### Debriefing After the Simulation

This offers as many opportunities for learning as does the simulation period. Attitude changes of the students during the simulation may be so gradual that the student is not aware of the changes. The simulation should encourage students to look at their own feelings and bring their understanding to a level where they can verbalize these changes. Discussion can help the group develop generalizations. For example, the teacher must ask each student, "How do you think the game (simulation) compares with the real world?" With class discussion, the students will be able to develop generalizations that will be meaningful to them.

## War Or Peace: A Simulation Game

This is a simple international relations game that can be played by students in the America in the 20th Century class. Aside from the enjoyment students derive from playing the game, the activity is designed to provide a genuine learning experience. It may be used to introduce or to strengthen several valuable historical insights.

As a model of international relations, for example, the game can be effectively used to point out the condition of international anarchy that has been an important part of the affairs of people and nations throughout history. A fundamental pattern of international relations, the concept of balance of power, may also emerge clearly as a discovery of the students during their playing of the game. Too, international relations terms come to to be better understood in classroom action--such terms as foreign policy, crisis, alliance, diplomacy, treaty, neutrality, and peace conference.

The classroom becomes during the game an imaginary world made up of a continent and an island--the arena of interaction of seven sovereign nations. A map of this little world (Figure 1) and a chart showing the relative war powers of the nations (Figure 2) are all the materials a student needs to play the game.

The numbers presented in Figure 2 for army and navy do not correspond to numbers of men, regiments, divisions, or ships of war. They are relative figures that express the comparative war powers of the nations. "NMF" stands for National Morale Factor. All nations are equal in NMF, and these NMF points cannot be taken away from the students who make up the original nations.

Once each student has a copy of the map and the chart, three steps are necessary to set up the game.

1. Students may be divided into small groups for the game by counting off by sevens. Number 1's are Androsians; number 2's, Atweenans; number 3's, Bismanians, etc.

2. The map is oriented to the classroom in the students' minds as it appears to the teacher in front of the class so they may find the relative positions of their nations in the room. Once they have located their respective countries, they may form small circles as their national headquarters.

3. Their first job, when settled, is to pick a ruler for the nation to serve as chairman of the team and to speak out internationally. The ruler may be either a king or a queen--or perhaps a prime minister or a president. The teacher calls the roll of the nations and each ruler responds, introducing himself in a dignified manner by title, name and country: "King Alfred of Bismania!" or "Queen Mary of Atweena!" No suggestion will be given by the teacher as to the ruler's power. Decision making within the nations is to be left entirely to the students who make up the nation-teams.

(See next page for map and Relative War Powers chart)

War Or Peace? (cont.)

Figure 1
The Continent and the Island

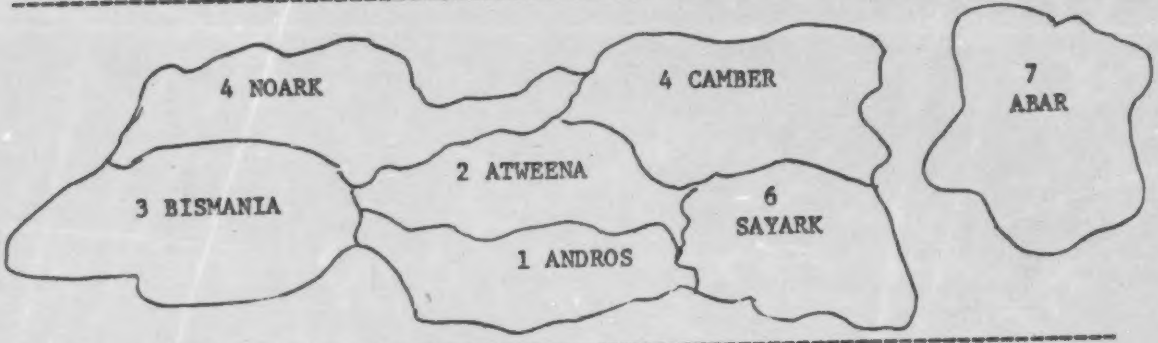

Figure 2
Relative War Powers of the Nations

| Nation | Army | Navy | NMF | Total |
|---|---|---|---|---|
| Andros | 700 | 600 | 240 | 1540 |
| Atweena | 1000 | 0 | 240 | 1240 |
| Bismania | 800 | 700 | 240 | 1740 |
| Sayark | 460 | 400 | 240 | 1100 |
| Camber | 520 | 400 | 240 | 1160 |
| Abar | 500 | 1000 | 240 | 1740 |
| Noark | 500 | 500 | 240 | 1240 |

Before the game begins the students are given some ideas as to the realities of the international power situation as it exists according to the map and the chart. Atweena, a landlocked nation, has no navy, but it does have the most powerful army. Abar, an island nation, has the largest navy. The two most powerful nations are Bismania and Abar. The two weakest are Sayark and Camber. It is a competitive and hostile world and each nation is faced with a different problem in maintaining its power, security, and independence.

The basic rules and pattern of the game should not be explained. In any war the more powerful nation, or alliance of nations, always wins and dictates the terms of the peace settlement. In a war a defeated nation can lose some or all of the power of its army, navy, and its territory on the map to the victorious nation or nations.

Students who belong to a nation that has been wiped out of existence in war and its power and territory lost can continue as a part of the game with their NMF points. They may stay together as a group without nation status to negotiate for the restoration of their independence in return for the use of their NMF points in another war. As a group, they may join another nation with their NMF points. Or, they may go as individual refugees to join another nation or nations, each taking along his equal share of the NMF points.

War Or Peace? (cont.)

The game is played in cycles of well-defined phases, and each cycle begins with an international crisis. The basic four phases for the first cycle are: (1) planning foreign policy; (2) negotiations; (3) international declarations; and (4) peace conferences. In later cycles additional phases of planning foreign policy, negotiations, or special international conferences may be called for on the request of the rulers of two or more nations.

Crisis. The game begins in the first cycle with a predetermined international crisis. A state of war exists between Noark and Atweena. It must be emphasized to the students that neither side is to be considered the agressor; there is no right or wrong that can be attached to either; and all possibilities for peace have been throoughly exhausted. The peace and security of every other nation is threatened. Atweena will conquer Noark unless Noark is able to bargain successfully to bring other nations into the war on her side. Atweena is, therefore, forced to seek allies. Every nation is faced with the decision to enter the war or remain neutral, on whose side to fight, and what kind of bargain to make for joining one side or the other.

Planning foreign policy. This first phase of the first cycle should last about five minutes. Each nation goes into secret conference to decise what to do in the crisis, what ist long term foreign policy ought to be, and what nations its ambassadors whould visit for negotiations. No communication with other nations is permitted during this phase.

Negotiations. In this phase, lasting about ten minutes, rulers are not allowed to leave their countries. National objectives are to be carried out by sending diplomats to confer secretly--and quietly--with the rulers of other nations. Rulers should generally receive only one diplomat at a time, and they have a right to refuse to confer with any nation's diplomats.

International declarations. Diplomats return to their own countries. Rulers stand. The five nations not originally concerned in the war are asked, in order, to declare themselves. The teacher's question is "War or peace?" If the answer is for war, the nation must state whether it is joining Atweena or Noark. Nothing else can be stated by the rulers. The teacher totals the powers of the belligerents and announces the results of the war.

Peace conference. If more than the original two nations are involved in the war, the victorious rulers go to a peace conference to decide what is to be done with the defeated. At the end of a period of from five to ten minutes, they must announce whether the defeated are to be wiped out of existence or merely weakened and left alive. The victor, or victors, may revise the map of the world on a chalkboard for all to see, but the changes of national strength need not be given to any nation not involved in the war. Thus ends the first cycle of the game.

The game continues with an intermediate cycle of three phases. The nations meet for planning their pos-war foreign policy, and this action is followed by a phase of negotiations. The rulers then stand for international declarations. They are called in alphabetical order and the question is still "War or peace?" The answer can be "Peace!" or any nation may declare war on any other nation. No nation can commit any other nation in its declaration.

# AMERICA IN THE 20TH CENTURY

## Rationale - Sub-Unit on World War I

War is a disrupter of the world. Students must have an understanding of war and the results of these conflicts on the lives of individuals and the profound changes in life that it causes.

The student must be made aware of these dangers of possible conflict, voice his opinion on these dangers and try to develop alternatives to war.

If man is ever to eliminate war he must study its causes and correct these problems and struggle down the road toward, hopefully, world peace.

## As a Result of this Unit on World War I the Student Will:

Locate on a map of Europe the three major war fronts of World War I

Express in a discussion with the teacher three major causes of World War I

Summarize President Wilson's Fourteen Points

Write an original story based upon slide picture presentation

Form five generalizations as to the causes of war

## Instructional Strategies in this Unit:

Group work. The students will be divided up into five groups. They will discuss questions which the teacher has given them on a "printout". These questions are so structured as to have the students use their materials to generalize and draw conclusions about the war. One of these questions would be "What are the underlying causes of war?" When the groups have completed their work, then the group will come together to discuss these questions. The groups must be able to explain and defend their answers. At the conclusion of the large group discussion, there will be formed by the students broad general conclusions.

Books to be used are THE CAUSES OF WAR by Kenyon C. Cramer, AMERICAN FOREIGN POLICY by Leon F. James, and A SENSE OF THE PAST, Dorothy Arnof, Editor.

Discovery and Inquiry: The students will view 150 slides of pictures involving war maps, cartoons, distruction caused by war, and soldiers and civilians involved in the war. The students will view the slides on a large screen, and the teacher will ask such questions as "What do you see in this picture?" "What does this tell you of World War I?" "What generalizations can you make from these pictures?"

Community Resources: The teacher will invite a World War I veteran to class. He will tell of his own experiences in the War. The students will be able to ask questions of the guest, based upon their own readings in books and small group discussions.

## AMERICA IN THE 20th CENTURY

Instructional Strategies in this Unit: (cont.)

Lecture: The teacher will, during this two-week unit, give informal lectures in which the students can ask questions. Wartime strategies will be discussed, war maps used to explain the war, important personalities involved in the war, peace conferences after the war, and major causes of the war.

Individualized Instruction: The student will choose a topic on which to give an oral or written report on some aspect related to World War I or war in general. The teacher will give the student a list of possibilities from which to choose, but any reasonable topic would be acceptable. The student would do this research in the school and public libraries. The teacher would be available to assist the student if needed.

### Bibliography

United States History, Current, DeConde, Dante; Scott, Foresman and Company (Glenview, Illinois, 1967).

A Sense of the Past, Dorothy Arnof, Editor; Macmillan Company (New York, 1967).

American Foreign Policy, Leonard F. James; Scott Foresman, and Company (Glenview, Illinois, 1967).

The Causes of War, Kenyon C. Cramer; Scott, Foresman and Company (Glenview, Illinois, 1967).

### Plan for Implementing Curriculum:

Students---the teacher should have students take an active part in the development of what should be discussed in the class. The students should take an active part in developing simulation games and using the community as a social studies laboratory to make it relevant to the students. The students should be allowed to develop projects in which they can see a real value to their lives. They should write articles for their school and community newspapers giving results of their school work project and describing the new techniques used in the class.

## AMERICA IN THE 20th CENTURY

### Possible Student Projects

### Unit III

### "The U.S. Becoming a World Power (1898-1920)"

1. Discuss "why did the foreign policy of the U.S. change from one of isolationism to one of expansionism? What arguments did the expansionists use to defend their position?"

2. Discuss "do you think the American people were in agreement with the statement by John Hay that "the Spanish-American War has been a splendid little war; begun with the highest motives, carried on with magnificent intelligence and spirit, favored by that fortune which loves the brave." Why or why not?

3. Discuss "how did the areas acquired by the U.S. in 1898 differ from those acquired by Thomas Jefferson through the Louisiana Purchase? What problems of government do you think these new areas presented?"

4. Discuss "recall American attitudes toward mercantilism before the American Revolution. What was our attitude toward our "Mother Country," Great Britain? Do you think we can generalize and say that most colonies feel this way about their "Mother Country"? Why or why not?"

5. Comment: Compared to other nations possessing colonies, the U.S. was more successful in helping other peoples to establish self-government. As a result, Americans demonstrated their belief in the ideals of the Declaration of Independence and the Constitution."

6. Discuss "was there a contradiction in the U.S. favoring the Open Door Policy for China and the policy of the Monroe Doctrine for the Western Hemisphere? Explain."

7. Discuss "by moving into the Pacific and the Far East, the U.S. embarked upon a policy that was to have lasting consequences for foreign affairs and domestic conditions. Explain."

8. Discuss "is the U.S. involved overseas today for the same reasons it was involved during this period we are now studying? Explain."

9. Discuss "compare the role of the press today with the yellow press of Hearst and Pulitzer during the Spanish-American War."

10. Discuss "the Panama Canal created new commitments for the U.S. Explain."

11. Discuss "the U.S. is considering building another in Central America. How has political conditions in Central America encouraged this plan?"

12. Discuss "compare the attitudes of two Latin-American countries toward the U.S. during this period we are studying and in recent years."

Possible Student Projects (cont)

13. Discuss "Some have said that the Monroe Doctrine protected Latin America from Europe but not from the U.S. Do you agree or disagree?" Explain your views.

14. PROJECT: Identify the countries in Central America. What are their chief products? What might this information tell you about their standard of living? (Consult encyclopedias, almanac and maps.)

15. Discuss "How does a nation prepare itself psychologically for war?"

16. Discuss "What part did American troops play in the victory of the Allies?"

17. Discuss "President Wilson preached a moral crusade in the fighting of W.W.I. Comment on how this helped win victory for the Allies."

18. Discuss "Why have scientists become as important in modern warfare as politicians and soldiers. Do you think scientists should make value judgments about the kinds of weapons their research will lead to? Explain."

19. Discuss "Were American newspapers completely objective during W.W. I? Do you think they are objective in reporting current conflicts? Explain." (See the teacher first if you choose this one.)

20. Discuss "Why are civil liberties often restricted during a period of crisis (war)? Are civil liberties being restricted in the U.S. today? Explain."

21. Discuss "Do other nations still look toward the U.S. for leadership in the difficult task of building a peaceful world? Explain."

22. MAP PROJECT: Locate the positions held by American troops, identify American victories, and indicate the area which the Allied Armies occupied after the war.

23. Discuss "Why did the Spanish-American War symbolize a change in American foreign policy?"

24. Discuss "In acquiring overseas possessions, the U.S. was acting in the tradition of Manifest Destiny."

25. Discuss "How did Theodore Roosevelt interpret the power of the president in regard to foreign policy? Give your evidence in answering this."

26. Interview members of your family or community for first-hand accounts of life during World War I. (See the teacher first if you choose this one.)

Possible Student Projects (cont.)

27. Discuss "Contrast the Cuban revolt of 1895 against Spain with the Cuban revolt (by Castro, 1959) against the Batista government. Compare the attitudes of Americans, and the role of the U.S. Government in each situation."

28. Discuss "Can you identify long-term effects of American treatment of the possessions (islands) acquired during this period (1890-1900) upon the image of America today?"

29. Discuss "We are studying the development of American foreign policy during the early twentieth century. How does our present foreign policy compare with that of Theodore Roosevelt, William Taft, and Woodrow Wilson? On the basis of what you have learned about the ideas of these men regarding foreign policy, how do you think they would react to the present conflict in Southeast Asia? Why? What are the limits upon such speculation?"

30. Discuss "What was the importance of the construction of the Panama Canal. Can you identify important crisis in which the security of the Canal Zone has been threatened? How were the crises settled?"

31. Discuss "Having explored the many difficulties associated with American internationalism during this period (1895-1920), do you feel that the U.S. should have remained committed to a policy of isolationism? Why? Is it possible for an industrial nation (U.S.) to remain isolated?"

32. Discuss "In what ways have World War I differed from previous wars in terms of participation, strategy, casualties, and consequences. Compare and contrast World War I with the current conflict in Southeast Asia (Viet Nam)."

33. Discuss "Find out about the provisions of the selective service program started in 1917 and compare it with the system today. Do you feel that the changes recommended by certain Congressmen today are necessary?" A visit to Ottumwa's local Selective Service Board office will help you answer these questions. (See the teacher first if you choose this one.)

34. Discuss "Evaluate the Versailles Treaty, do you feel it was a just peace? Why?"

35. Discuss "How did the Revolution of 1917 affect Russia's participation in World War I? What effect did it have on American-Russian relation? How was news of the revolution received by Americans?"

36. Discuss "You have learned of President Wilson's history-making trip to Paris at the end of World War I. Why were many Americans opposed to his leaving the U.S.? Which presidents, since Wilson, have journeyed abroad? Why did they go? What was the public reaction to the trip?"

## Possible Student Projects - World War I

I. Individual Projects

A. BOOK REPORTS - read and report on any book either fiction or non-fiction, which directly relates to the World War I period. Following are a few of the titles available in the OHS library: All Quiet on the Western Front, The Guns of August, Paths of Glory, Fighting the Flying Circus, Thunder in the Sky, Squadron Forty-four, The Lovely Sergeant, The Enormous Room, The Yanks Are Coming, The Doughboys, They Fought for the Sky, The Courage of the Early Morning, Richthofen (a true history of the Red Baron), High Flew the Falcons, The Price of Glory, In the Company of Eagles, The Phantom Raider. (Also check the catalog file in the library, listed under European War)

B. WRITTEN REPORTS - using some research, gather together information and write a report in one of the following suggested areas:

1. Men - a famous leader of the period - A World War I general, a literary person of this time period such as: Woodrow Wilson, John J. Pershing, Herbert Hoover, Henry Cabot Lodge, etc.
2. Events - an event from this period such as: Zimmerman Note, the 14 points, Treaty of Versailles, sinking of the Lusitania.
3. Battles - a battle or encounter of the First World War: Cantigny, Battle of St. Mihiel, Belleau Wood, etc.
4. Any other topic as approved by the instructors.

C. THEMES - write a theme on some topic concerning World War I such as: "Do You Think the United States Had Sufficient Cause for Entering World War I"; (See "evaluating the issues" at the end of Chapter 21, p. 533 in the U.S. History Text for more possible topics.)

D. ORIGINAL SHORT STORIES OR POETRY - write an original work on W.W. I, your choice, your creation.

II. Group Projects: (Be sure and schedule a presentation time) (2 or more persons)

A. Original short play for class presentation.

B. Simulation of an isolationist-interventionist debate.

C. Prepare and present a debate as it might have happened in Congress on the acceptance of the League of Nations.

D. Group report to be presented to the class, on a famous battle of the war. (use charts, maps, etc., explain strategy of both sides, leaders, results). (This could also be an individual project).

E. Singing of World War I songs. (W.W. I is very noted for the music it inspired).

F. We will accept any other group project idea that you may have that would be profitable to complete for this unit.

III. ART PROJECTS - we will accept from individuals or groups any art project related to this unit. (scale models, cartoons, charts, original pictures, bulletin boards, etc.)

IV. IN DEPTH READINGS:

Historic Documents of World War I (Anvil Book)
A History of the United States Marines (Rand-McNally)
Sea Power in American History (Rand-McNally Series)
The Coming of War, 1917 by Ernest R. May (Berkley Series)

# AMERICA IN THE 20TH CENTURY

## Unit III: The U.S. Becoming a World Power (1898-1920)

### Sample Small Group Discussion Questions

1. Why did the U.S. declare war on Spain?

2. What were the arguments for and against imperialism? The question over imperialistic expansion centers around national interests vs. moral implications. What is your personal stand on imperailism in this light? Explain.

3. How did American expansion of the 1890's differ from that of the 1840's and 1850's.

4. Can we call our involvement in Vietnam imperialistic? What is your stand on U.S. involvement in Vietnam? Explain.

5. If overseas colonies could increase the strength and propperity of a nation by providing markets for its products and naval bases for its ships, should not the U.S. have made greater efforts to secure a larger overseas empire? Explain.

6. Do you see the U.S. as a "big bully" or is it merely acting out its role as a super power? Explain your position.

7. Should the U.S. act as the policeman for the world as Roosevelt did in the Caribbean? Explain.

8. Which President do you feel had the best foreign policy: Wilson and his "missionary diplomacy", Taft and his "dollar diplomacy", or Roosevelt with his "walk softly and carry a big stick" diplomacy? Why? Explain your reasoning.

9. Look again at Nationalism - Imperailsim - Militarism and International Anarchy:

   A. How did these factors affect escalation in World War I?

   B. Are all or some present in the world politics today?
      1. How is it the same? (Note arms race, nationalism, economic imperialism)
      2. How is it different? (U.N., nuclear age weapons, modern deterrence, etc.)

10. The Alliances - how did they bring about an automatic escalation in World War I?

    A. Today's alliances - are they potentially dangerous? (N.A.T.O., S.E.A.T.O., Mid-East, Europe, Latin America, Vietnam)

    B. Should we continue to commit ourselves to such alliances?

Sample Small Group Discussion Questions (cont.)

11. Discuss the tight controls used in World War I.

    A. Were they necessary in 1917?

    B. Would the modern American accept something like them today?

        1. Over a Vietnam?
        2. What if there were another "big" war?

12. What about controlled news? Propaganda?

    A. Should people be told all thag goes on during a war? (World War I - Vietnam)

    B. Is propaganda always bad?

# AMERICA IN THE 20TH CENTURY

## Unit III: The U.S. Becoming a World Power

### Films

World War I
The Hat

### Library Books

| | |
|---|---|
| 973.91 Dos | Mr. Wilson's War |
| 940.3 Falls | The Great War |
| 940.4 Sta | The Doughboy |
| 940.3 Tuc | The Guns of August |
| 921 Ric | Richtofen - The Red Baron |
| 940.4 Mas | High Flew the Falcons |
| 940.4 Nor | Great Air War |
| 940.4 Smi | Still Quiet on the Western Front |
| 940.4 Hoy | The Army Without a Country |
| 943.084 Hoy | The Germans Who Never Lost |

| | |
|---|---|
| Fiction Section Cob | Paths of Glory |
| " " Cumi | The Enormous Room |
| " " Gan | In the Company of Eagles |
| " " Pey | Thunder in the Sky |
| " " Rem | All Quiet on the Western Front |
| " " Whi | Squadron Forty-four |
| " " Cas | Year of the Spaniard |
| " " Tha | Ever After |

| | |
|---|---|
| 940.4 Hoy | The Phantom Raider |
| 359.32 Eve | The K Boats |
| 355.3 Whi | Espionage and Counterespionage |
| 921 San | The Lovely Sergeant |
| 973.91 Chu | Over Here! |
| 940.43 Fre | Over There |
| 940.3 Wer | Over Here and Over There |
| 973.8 Wer | 1898 - The Spanish - American War |
| 973.9 Lor | The Good Years |
| 973.8 Azo | Charge! |
| 973.8 Fre | The Splendid Little War |
| 973.8 Mar | The War to Free Cuba |

# AMERICA IN THE 20TH CENTURY

## Unit IV: The Golden Twenties

I. Knowledge Objectives

II. Name and Term List to Be Used in the Unit by Students in discussions, talks, written work, readings, etc.

III. Required and Recommended Readings over this Unit

IV. Possible Student Projects over this Unit

V. "Remember the Golden Days of Radio" Project

VI. Sample of Small Group Discussion Questions over Unit

VII. Films and Other A.V. Materials over this Unit

## AMERICA IN THE 20th CENTURY

## Unit IV: The Golden Twenties (1920-1932)

### Knowledge Objectives:

1. To know that norms of behavior were changing in America in the 1920's.
2. To know that technological and social changes contributed to changes in family life.
3. To know that between 1890 and 1920, school attendance was made compulsory and that attendance requirements and the school curriculum were expanded.
4. To know that the school played an important role in America's social life.
5. To know that America's presidents wanted education to promote upward mobility and to inculcate community attitudes and beliefs.
6. To know that the automobile, the movies, and the radio changed leisure-time activities, which in turn changed values in America in the 1920's.
7. To know that the advertising appeals changed between 1890 and 1920.
8. To know that the American economy expanded during the 1920's in spite of the depressed state of agriculture and other isolated industries.
9. To know that the momentum of urban reform slowed down during the 1920's.
10. To know that the national government, under Republican control throughout the 1920's, took little or no action on major problems.
11. To know that the strength of the Republican Party was undercut in the 1920's by growth of the urban population and the discontent of farmers and members of ethnic groups.
12. To know that a new national culture emerged in the 1920's which challenged traditional attitudes and values.
13. To know that the economy of the 1920's was basically unsound.
14. To know that the depression had many causes, particularly the slow rate of growth, the failure of the government to utilize compensatory spending, and the weakness of the stock market structure.

Knowledge Objectives (cont.)

15. To know that President Hoover believed that relief for victims of the depression should be provided through private charity, mutual self-help organizations, and local government.

16. To know that President Hoover feared that relief assistance would undermine American individualism and self-reliance.

17. To know that, in spite of efforts to help themselves, Americans suffered from lack of jobs, homes, and food during the depression.

18. To know the problems a working class family faced during the depression.

19. To know that the family coped with their problems in various ways - by reducing its standard of living, going into debt, accepting direct relief, and working on Federal work programs.

20. To know that the Federal work projects provided relief for depression victims without depriving them of their self-respect.

21. To know that in the darkest days of the depression, marriages and births dropped, suicides increased, unemployment rose sharply, per capita income dropped more than consumer prices and college enrollment remained relatively stable.

"America's present need is not heroics but healing; not nostrums but normalcy; not revolution but restoration; not surgery but serenity." - - - - Warren G. Harding, 1920.

"There is no right to strike against the public safety by anybody, anywhere, anytime." - - - - Calvin Coolidge, 1919.

"The business of America is business." - - - - Calvin Coolidge, 1925.

"Any party which takes credit for the rain must not be suprised if its opponents blame it for the drought." - - - - Dwight W. Morrow, 1930.

"Thinking is the hardest work there is, which is the probable reason why so few engage in it." - - - - Henry Ford, 1929.

"The Republicans have their splits right after election and the Democrats have theirs just before election." - - - - Will Rogers, 1930.

"Genius is one percent inspiration and ninety-nine percent perspiration." - - - - Thomas Edison, 1931.

"Prosperity is just around the corner." - - - - Herbert Hoover, March, 1931.

# "THE GOLDEN TWENTIES"

## Names & Terms

**NAMES**

Harry Daugherty

Albert Fall

Warren Harding

Calvin Coolidge

Herbert Hoover

Al Smith

Charles Lindberg

Sinclair Lewis

John Steinbeck

William J. Bryan

Clarence Darrow

Charles Darwin

Clyde Tombaugh

Al Capone

**TERMS**

"Red Scare"

Esch-Cummins Act

Injunction

"The Ohio Gang"

Teapot Dome Scandal

Election of 1924

McNary-Haugen Bill

Sacco-Vanzetti Trial

Quota Act

Election of 1928

Prohibition

Amendment 18

Amendment 21

Stock Market Crash

Hawley-Smoot Tariff

Briand-Kellogg Pack

Agricultural Marketing Act

Reconstruction Finance Corporation

Oligopoly

"The Spirit of St. Louis"

Scopes Trial

KDKA (radio)

"Dry"

"Wet"

Volstead Act

# AMERICA IN THE 20TH CENTURY

## Unit IV: The Golden Twenties

### REQUIRED READINGS

#### THE AMERICAN SPIRIT

| | |
|---|---|
| A Methodist Editor Clears the Klan | p. 759 |
| Monkey Business in Tennessee | p. 772 |
| A German Observes Bootlegging | p. 775 |
| The Plague of Plenty | p. 787 |
| Wallace Puts People Above Pigs | p. 806 |

#### A SENSE OF THE PAST

| | |
|---|---|
| The Spirit of St. Louis | p. 420 |
| The Blue Eagle | p. 437 |

#### THE HUMAN SIDE OF AMERICAN HISTORY

| | |
|---|---|
| When the Big Trouble Came . . . There We Were | p. 267 |
| The Brown Bomber Squares An Account | p. 272 |
| The Babe Slams Number Sixty | p. 257 |

### RECOMMENDED READINGS

#### THE AMERICAN SPIRIT

| | |
|---|---|
| Prologue & Hoover Remembers His Chief | p. 765 |
| Mencken Sneers at Coolidge | p. 766 |
| LaGuardia Pillories Prohibition | p. 776 |
| The W.C.T.U. Upholds Prohibition | p. 778 |
| Al Smith Denounces Bigotry | p. 779 |
| Rumbles of Revolution | p. 790 |
| Hoover Defends His Record | p. 799 |
| F.D.R. the Administrative Artist | p. 804 |
| Norris Plays Down Electric Power | p. 808 |
| Tom Girdler Girds for Battle | p. 812 |

#### A SENSE OF THE PAST

| | |
|---|---|
| Tempest Over a Teapot | p. 411 |
| Man of the City Streets | p. 422 |
| Panic | p. 424 |
| The C.C.C. | p. 435 |
| The A.A.A. and the Dust Storms | p. 439 |
| F.D.R. and the Supreme Court | p. 443 |
| Defeat of the Court-Packing Proposal | p. 446 |

#### THE HUMAN SIDE OF AMERICAN HISTORY

| | |
|---|---|
| The Lone Eagle Almost Drowns in a Human Sea | p. 259 |
| Watching a Motion Picture of Waning Wealth | p. 263 |
| Frances Perkins Primes a Pump | p. 270 |

**Readings** (cont.)

NEW DIMENSIONS IN AMERICAN HISTORY - The 1920's Rhetoric or Reality?

| | |
|---|---|
| The Jazz Age | p. 94-120 |
| The Scopes Trial | p. 160-165 |

NEW DIMENSIONS IN AMERICAN HISTORY - Responses to Economic Collapse: The Great Depression of the 1930's

| | |
|---|---|
| Smashup | p. 4-18 |
| The Parties' Stands | p. 64-75 |
| American Historians Reflect on the Age of Roosevelt | p. 134-149 |

BASIC CONCEPTS IN HISTORY AND THE SOCIAL SCIENCES - Presidential Power In The New Deal

| | |
|---|---|
| Franklin D. Roosevelt and Presidential Power | p. 8-11 |
| Franklin D. Roosevelt: A Crisis of Power | p. 21-26 |
| Richard Hofstradter: Franklin D. Roosevelt: The Patrician as Opportunist | p. 50-61 |

NEW PERSPECTIVES IN AMERICAN HISTORY - The New Deal Interpretations

| | |
|---|---|
| The Great Depression | p. 1-21 |
| Franklin D. Roosevelt | p. 22-37 |
| Relief, Recovery, and Reform | p. 38-59 |
| What was the New Deal? | p. 60-86 |

SCOTT FORESMAN PROBLEMS IN AMERICAN HISTORY - Great Depressions:

| | |
|---|---|
| The Stock Market Crash | p. 116-128 |
| The Social Consequences of the Depression | p. 129-139 |
| Government and the Economy During the 1930's | p. 140-149 |

SCOTT FORESMAN PROBLEMS IN AMERICAN HISTORY - REFORM IN AMERICA

| | |
|---|---|
| The Impact of the Depression | p. 123-132 |
| Clash of Ideas: Roosevelt Versus Hoover | p. 133-140 |
| The First New Deal | p. 141-153 |
| The Second New Deal | p. 162-168 |

VOLUME TWO - IMPRESSIONS OF AMERICA

| | |
|---|---|
| The Wonders of Postwar America | p. 130-136 |
| Two Russians and Henry Ford | p. 172-179 |
| Early Days of the New Deal | p. 162-168 |

THE ANVIL SERIES - AMERICAN CAPITALISM

| | |
|---|---|
| Distress in Agriculture | p. 153-156 |
| The Position of Labor | p. 156-159 |
| Roosevelt's New Deal | p. 160-164 |
| The Reasons For Government Intervention | p. 164-167 |
| The New Deal's Fiscal Policies | p. 168-172 |

THE BERKELEY SERIES IN AMERICAN HISTORY - LABOR AND THE NEW DEAL

| | |
|---|---|
| The National Industrial Recovery Act | p. 3-23 |
| The National Relations Act | p. 24-38 |
| The Wagner Act In Troubled Operation | p. 39-55 |

RAND MCNALLY - A HISTORY OF AMERICAN DWELLINGS

| | |
|---|---|
| New Technology and American Dwellings | p. 44-58 |

## AMERICA IN THE 20th CENTURY
### Possible Student Projects

### Unit IV: THE GOLDEN TWENTIES (1920-1932)

1. Discuss "The Golden Twenties were Golden for Some, but for the Majority of Americans there was Little Gold in Them." Do you agree or disagree? Explain.

2. Discuss "How Do Economists Explain the Major Causes of The Great Depression?"

3. Discuss "How Did the Measures Taken by Hoover to Combat the Depression Reflect His Philosophy of Government and its Role in Economic Affairs?"

4. According to the 1920 Census, more Americans were living in cities than on farms. How does this fact relate to the hardship experienced by the "little people" with the coming of the depression?

5. Discuss "Speaking in the 1920's, Herbert Hoover said:'We in America are nearer to the final triumph over poverty than ever before in the history of any land.'" What facts support his opinion? Why were some Americans critical of his view?

6. Discuss "Compare the Racial Riots of 1919 With Those of the 1960's With Regard to Where They Occured, Their Causes, and Their Results."

7. Discuss "Is it Fair to Blame or Praise a President or a Political Party for a War, Depression, Prosperity?" Explain.

8. Discuss "Do You Think the Slogan 'Rugged Individualism' Still Applies to our Economic Theories Today?" Explain.

9. Discuss "During the Depression Years, Black Americans were One of the Groups Hardest Hit by Unemployment. Why was this so? If the country suffered another depression, do you think the same thing would happen today? Why or why not?

10. Discuss "What Do You Think is the Relationship Between Advertising and Easy Credit?"

11. Discuss "What is Meant by Black Self-Identification?" How was it accomplished? What is meant by the term "new Negro"?

12. Discuss "What Positions Were Taken by Various Black Leaders in Their Effort to Improve the Position of Black America?"

13. Discuss "How Did Some Writers Show Their Disillusionment With The America of the 1920's?"

14. Discuss "What Do You Think Accounted for the 'Fads' of the 1920's?" List and describe some of these fads.

Possible Student Projects (cont)

15. Discuss "What Factors Do You Think Contributed to the Change in American Manners and Morals in the 1920's?"

16. Discuss "How Did Industrialization Affect the Lives of People on Farms and in Cities?" Does industrialization always mean progress? Explain.

17. Discuss "Why Do You Think Marcus Garvey's Message - Pride in Race and Economic Self-Sufficiency - Appealed to Black Americans in the 1920's?"

18. Discuss "Justify the Use of the 1920's: (A) 'Golden Twenties', (B) 'Roaring Twenties', (C) 'Age of Disillusionment'." Which do you think best describes the era? Explain.

19. Discuss "The Mass Communications Media Depends Upon the Public for Economic Support." Keeping this in mind, do you think the media should cater to the tastes of the "average" person, or should they strive for above-average quality? Explain.

20. Discuss "Should the Federal Government Be Responsible for What the Mass Media Transmits to the American Public?" Explain.

21. Discuss "The Harlen Renaissance Was An Expression by Black Americans of Their Discontent As Well As of Their Racial Pride." Are Black Americans today involved in a new renaissance? Explain.

22. Discuss "During the 1920's, Many Black Americans Left the South to Come North, Did the Northern Cities Turn Out to be an Escape to Freedom or a New Imprisonment ? Does a Similar Situation Exist Today?" Explain.

23. Discuss "In Your Opinion, What Was the Real Reason That Prohibition Failed?" Explain.

24. Discuss "Compare the Popular Songs of the 1920's With Those of Today. How Do They Differ? How Are They Alike? How Does Music Reflect the Times?"

25. Discuss "Great Nations Write Their Autobiographies in Three Manuscripts, The Book of Their Deeds, The Book of Their Words and the Book of Their Art." Not one of these books can be understood unless we read the two others, but of the three the only trustworthy one is the last. Explain this statement. Do you think 20th century art and architecture reveal something about a "national character" of modern Americans; if so, what? (see teacher if you choose this one.)

26. Research the history of the Ku Klux Klan. How did the various stages of its history reflect the times?

27. Interview members of your family or a friends in order to obtain first-hand accounts of life during the great depression. (see teacher first if you choose this one.)

28. Discuss "The Theory of America. . . The Melting Pot of the World."

Possible Student Projects (cont.)

29.. Discuss "What Cultural Conflicts (problems) Would an Immigrant Encouter When Settling in the U.S.?"

30. Discuss "What type of government is used in Ottumwa? Does it function satisfactorily? Are any changes being actively discussed in your council? If so, do you favor these changes? Why?" (see teacher first if you choose this one.)

31. Plan and draw a cartoon for or against the following: Woman Suffrage, City Manager Plan of Government, and Child Labor.

32. Discuss "the five inventions which, in your opinion, are influencing today's life most. Explain fully why you select each of them."

33. Make a list of the changes in modern life brought about by the automobile; in one column list changes which you consider good; in another column include changes which you consider bad. Give evidence to defend each item on your list.

34. Discuss "with the enormous development in manufacturing and in construction, how do you account for the backwardness of the U.S. as evidenced in the tenements and slumn in most large cities?"

35. Discuss "a competent observer has said, "Americans are more interested in gadgets than in ideas." Do you agree or disagree with his observations? Give evidence to support your position.

36. Discuss "agencies experienced in radio and TV activities advise their speakers to give their talks in language that can be grasped by a thirteen year old mind. What are the implication for the schools? for national intelligence levels? for the so-called mass mind? for the solving of complex problems of today's life?"

37. Make a list of buildings in Ottumwa that show the influence of different styles of architecture. Find out the history of these buildings. (see teacher first if you choose this one.)

38. Discuss "what groups in Ottumwa are interested in music. Are they studying this history of music, or the appreciation of music, or are they active by participating in musical programs? Do these groups maintain an orchestra, a chorus, or a band? (see teacher first if you choose this one.)

39. Give an oral report on the development of the circus in the U.S.

40. Discuss "All States Should Maintain a Censorship on Motion Pictures."

Possible Student Projects (cont.)

41. Discuss "One Index of the Culture of the People of a Democratic Nation is the Character and Quality of TV Programs." Make a survey.

42. Discuss "What Are the Possibilities of TV for the Promotion of Better International Understanding?"

43. Write a report on the work of the Rockefeller Foundation.

44. Write a report on the recent Olympic Games.

45. Discuss "Unemployment was a major problem at the end of World War I. What were the factors (reasons) contributing to this problem? Prepare, from U.S. Census Reports, a bar graph indicating the rates of unemployment during the years between 1917 and 1930. How do you explain the fluctuations that appear? How does the average of unemployment during this period compare with the unemployment rate today?"

46. Discuss "The Federal Government can influence the nation's economy. Can you cite any current examples of governmental measures designed to curb inflation?"

47. Discuss "You may know that advertising became an extremely important industry during the 1920's. Which factors influenced this trend? Find some advertisements of this period and examine them. What was the nature of the appeal? In which ways are these ads similar to, and different from, today's ads?" (Check the micro-film section of the public library for the 1920's Ottumwa Courier.)

48. Discuss "You may have known that during the 1920's there was reorganization of police protection to meet the requirements of the times. What is the jurisdiction of each of the protective agencies serving Ottumwa? Can you you give examples of recent interagency cooperation in law enforcement?"

## "THE GOLDEN TWENTIES"

### Report Topics

The following topics may be chosen to research and give as a written or oral report.

1. Discuss "The Muckrakers in American Life and Society".
2. Discuss "The Federal Reserve System . . . the Federal Watchdog".
3. Woodrow Wilson . . . Problems and Solutions of this President.
4. Discuss "American Imperialism, 1870-1920".
5. Discuss "The Development of the Panama Canal . . . the Big Ditch".
6. Discuss "World War I as Seen Through the Eyes of German and American Soldiers".
7. Write an original story about some phase (part) of the great war. (W. W. I.)
8. Wilson and the League of Nations.
9. Discuss "The Story of Conservation in America".
10. Discuss "The Rise of Labor in America, 1900-1940".
11. Discuss "The Life in the Roaring 1920's . . . the Golden Glow".
12. Discuss "The Stock Market Crash . . . October, 1929".
13. Discuss "The Story of Immigration in America, 1900-1935".
14. Discuss "The Gangsters (crooks) of the 1920's".
15. Discuss "Robert M. LaFollette . . . Mr. America".
16. Discuss "The Development and Importance of the Good Neighbor Policy".
17. Discuss "The Rise and Development of the U.S. Air Force".
18. Interview a person who fought in World War I.
19. Interview a person who lived during the major Depression Era of 1929-1937.
20. Draw a time line of major U.S. history events, 1900-1940.
21. Interview a farmer to find out what major problems faced farmers in the past, today's problems, and future problems.
22. Write an accurate story of the history and development of Ottumwa.
23. Interview the director of Ottumwa's museum to find what is available to the public in the museum.
24. Discuss "American Architecture, 1900-1930".
25. Discuss "The Rise of the American Woman, 1900-1930".
26. Discuss "Women's Fashions . . . 1900-1930".
27. Write a play describing a major event in U.S. history from this period, 1900-30.
28. Discuss "The American Circus . . . P. T. Barnum".
29. Discuss "The Pure Food and Drug Administration . . . the Watchdog of Public Health".
30. Discuss "The Famous Movie Stars of the 1920's".
31. Discuss "The Rise of Henry Ford . . . Ford Has a Better Idea".
32. Discuss "The Sports of the 1920's".
33. A paper on any of the names or terms on your hand-out of the "Golden Twenties".

A. Each paper must contain:
    1. Title of paper
    2. Statement of objectivies
    3. Body of report
        a. Footnotes
    4. Conclusions drawn
    5. Bibliography (books used)

B. Be sure that if one quotes a source of information, a footnote is used. No plagiarism (copying)!!

C. Papers must be in ink, neat, and no crossing out of words!! (student's grade will be based on this formula, as well as the amount of research done on the topic.)

# AMERICA IN THE 20TH CENTURY

## Unit IV: The Golden Twenties

*Printed hand-out to accompany tape of radio programs of the 1920's:*

Radio in its heyday offered something for everyone. Listen to this tape carefully. It contains many of the radio highlights that your parents and grandparents listened ti.

### INTRODUCTION

The Philco Radio Show with Bing Crosby, Jack Benny, and Mary Livingston.
George Burns and Gracie Allen.

### DAYTIME RADIO PROGRAMS AND COMMERCIALS

Introduction to "Soap Operas"
The Romance of Helen Trent
"Ma Perkins"
Mary Margaret McBride
Commercials
The Longines-Wittnauer Watch Company

### THE GREAT RADIO COMEDIANS

Lum 'n Abner
Mel Blanc as "The Maxwell Car"
Bob Hope
The Fred Allen Show with Fred Allen and Jack Benny.

What Is Humor? . . . Has It Changed Much?

### RADIO ADVENTURE AND MYSTERY DRAMA

Jack Armstrong, All American Boy
The Lone Ranger
Terry and the Pirates
Famous Jury Trials
Dangerous Assignment
Mr. Keene, Tracer of Lost Persons
Gang Busters
The Shadow

### THE CLASSIC RADIO NEWS BROADCASTS

1st Presidential election broadcast returns
President Coolidge and Charles Lindberg before Congress
Billy Sunday opposes repeal of prohibition
F.D.R. is inaugurated; Adolph Hitler; Edwin C. Hill
The greatest "eye witness" report in history: the Von Hindenburg crashes in flames

# AMERICA IN THE 20TH CENTURY

## Unit IV: The Golden Twenties

### Sample Small Group Discussion Questions

1. Why might the 1920's in the U.S. be called the "Roaring" or "Golden" Twenties?
2. Was Prohibition successful? Was it a good idea?
3. What has been the impact of commercial radio on the U.S.? On you? (T.V., today)
4. What do you think about evolution? (How did the human race get here?)
5. Why did the Americans not like foreigners after W.W. I? (Red Scare, Quota Act, K.K.K., etc.)
6. After W.W. I, what problems did the Black American face in the north? In the south?
7. Why was Hoover not able to successfully handle the problems of Depression? Could we have another depression today?
8. Why was the U.S. isolationist after W.W. I? Should the U.S. take this position today?

# AMERICA IN THE 20TH CENTURY

## Unit IV: The Golden Twenties

Films to be used in this unit:

The Golden 1920's
The Grapes of Wrath

## AMERICA IN THE 20TH CENTURY

### Unit V: The New Deal and W.W. II

I. Knowledge Objectives

II. Name and Term List to Be Used over this Unit

III. Required and Recommended Readings over this Unit

IV. Possible Student Projects over this Unit

V. Sample of Small Group Discussion Questions over this Unit

VI. Films and other A.V. Materials over this Unit

# AMERICA IN THE 20th CENTURY

## UNIT V: The New Deal and World War II (1932-1945)

### Knowledge Objectives:

1. To know that in his first inaugural address, President Franklin D. Roosevelt tried to allay the fears of Americans and restore their confidence by promising vigorous, responsible leadership.

2. To know that President Roosevelt believed the relationship between government and the economy should be re-defined to meet twentieth century conditions.

3. To know that Roosevelt believed the government should guarantee Americans basic economic rights, including the right to make a living and to have secure savings.

4. To know that under Roosevelt's New Deal, Congress passed numerous laws to stabilize financial institutions, stimulate the economy, improve rural life, reduce unemployment, and promote economic and social reforms.

5. To know that Roosevelt was attacked by those who thought that his programs did not go far enough and by those who thought that his programs were destroying traditional American values and institutions.

6. To know that President Roosevelt expanded the role of the President and of the Federal government.

7. To know that the New Deal failed to end the depression, but that it established a precedent for government responsibility for the nation's economy and for the economic security of its citizens.

8. To know that President Roosevelt put together a political coalition of farmers, laborers, Negroes, and traditional Democrats, particularly in cities.

9. To know that in the 1930's, a Senate investigating committee concluded that the U.S. had entered W.W. I in order to enlarge the profits of American munition manufacturers and to protect loans that American bankers had made to the Allies.

10. To know that the above interpretation of W.W. I contributed to American isolationism in the 1930's.

11. To know that in order to help keep the U.S. out of another war, Congressmen proposed neutrality legislation which would prohibit trade with belligerents and restrict Americans' travel.

Knowledge Objectives (cont.)

12. To know that in 1940, President Roosevelt argued that the U.S. could best defend itself against Axis aggression by providing the British with the materiel to continue their struggle against the Germans.

13. To know that Charles Lindbergh, spokesman for the Merica First Committee, argued that because Britain's defeat was inevitable, the U.S. should pursue an independent policy aimed at defending the Western Hemisphere.

14. To know that the Lend-lease Bill implemented Roosevelt's "arsenal of Democracy" proposal.

15. To know that supporters of Lend-lease argued that the program could promote American security, provide Americans an economic way to meet Axis agression, and serve humanitarian and moral purposes.

16. To know that opponents of Lend-lease queried the extension of presidential power implicit in the Bill.

17. To know that the U.S. moved from a policy of limited involvement in world affairs in the 1920's, to isolationism in the 1930's, and to total war in the 1940's.

18. To know that the U.S. mobilized its natural, capital, and human resources for total war.

19. To know that W.W. II affected American civilian life in many important ways.

20. To know that victory brought many new and complex problems to the U.S. and her allies.

"The only thing we have to fear is fear itself." - - - - F. D. Roosevelt, 1933.

"All the ills of Democracy can be cured by more Democracy." - - - Al Smith, 1933.

"This generation of Americans has a rendezvous with destiny." - - F.D. Roosevelt 1936.

"I see one third of a nation ill-housed, ill-clad, and ill-nourished." - - - - F. D. Roosevelt, 1937.

"We must be the great arsenal of Democracy." - - - F. D. Roosevelt, 1940.

"Liberty is the only thing you cannot have unless you are willing to give it to others." - - - - William A. White, 1940.

"I believe that every right implies a resonsibility; every opportunity, an obligation; every possession, a duty." - - - John D. Rockefeller, Jr, 1941

"Remember Pearl Harbor!" - - - - Slogan, 1941.

"Sighted sub-sank same." - - - Mason, 1942

"No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory." - - - F. D. Roosevelt, War Message to Congress, Dec. 8, 1941.

"The eyes of the world are upon you. The hopes and prayers of liberty - loving people everywhere march with you." - - - - Gen. Dwight D. Eisenhower, on the invasion of Normandy, 1944.

"The state of this nation is good - - the heart of this nation is sound - - the spirit of this nation is strong - - the faith of this nation is eternal." F. D. Roosevelt, 1943.

## "The Depression and the New Deal"

**Names**

Herbert Hoover

Franklin D. Roosevelt

Cordell Hull

Henry Wallace

Francis Perkins

Dr. Francis Townsend

Charles E. Coughlin

Huey Long

Harry Hopkins

John L. Lewis

Alfred E. Smith

Norman Thomas

Alfred Landon

J. M. Keynes

**Terms**

Margin buying

Election of 1932

Fireside Chats

First New Deal

"Brain Trust"

Second New Deal

20th Amendment

The Hundred Days

Emergency Banking Act

Glass-Steagall Act

Securities Exchange Act

Civilian Conservation Corps. (C.C.C.)

Federal Emergency Relief Act (F.E.R.A.)

Civil Works Administration (C.W.A.)

National Recovery Administration (N.R.A.)

National Industrial Recovery Act (N.I.R.A.)

Agricultural Adjustment Act (A.A.A.)

Tennessee Valley Authority (T.V.A.)

Works Progress Administration (W.P.A.)

Rural Electrification Administration (R.E.A.)

National Youth Administration (N.Y.A.)

Social Security Act

Wagner Act

C.I.O.

Election of 1936

"Court Packing" Bill

Recession of 1937

Agricultural Adjustment Act of 1938

# WORLD WAR II
## NAMES - DATES - TERMS

### NAMES

Dwight D. Eisenhower

Douglas MacArthur

Enrico Fermi

Dr. J. Robert Oppenheimer

Harry S. Truman

Bernard Montgomery

Edwin Rommel

Isoroku Yamamoto

Joseph Stilwell

James H. Doolittle

Chiang Kai-shek

### DATES

June 6, 1944

May 8, 1945

August 15, 1945

### TERMS

War Production Board

War Manpower Commission

National War Labor Board

Fair Employment Practices Commission

Emergency Price Control Act

Rationing

Korematsu vs. United States

Big Three

Casablanca Conference

Cario Conference

Teheran Conference

Yalta Conference

Buchenwald - Dachau - Auschwitz

Leapfrog Strategy (Island Hopping)

Kamikaze

United Nations

# WORLD WAR II
## NAMES - DATES - TERMS

### NAMES

Adolf Hitler

Benito Mussolini

Hirohito

Neville Chamberlain

Winston Churchill

Joseph Stalin

Franklin D. Roosevelt

Charles de Gaulle

### DATES

July 7, 1937

September 1, 1939

December 7, 1941

### TERMS

Shintoism

Fascist

Nazi

Revisionists

"Merchants of Death" Thesis

Neutrality Acts

Cash & Carry

Axis

Munich Conference

"phony war"

Blitzkrieg

Isolationists

Embargo

National Defense Research Commission

Lend-Lease

Atlantic Charter

## EVENTS - WORLD WAR II

### EUROPE

Italy Invades Ethiopia (1935)

Germany Invades Poland
(September 1, 1939)

Fall of France
(June, 1940)

Battle of Britain
(August - October, 1940)

German Invasion of Soviet Union
(June 22, 1941)

Allied Invasion of North Africa
(November 8, 1942)

Allied Invasion of Sicily
(June 10, 1943)

Allied Invasion of Italy
(September 3, 1943)

D-Day (June 6, 1944)

Battle of the Buldge
(December, 1944)

Crossing of the Rhine
(March 7, 1945)

V-E Day (May 8, 1945)

### SOME FAMOUS BATTLES

Kasserine Pass

Salerno

Anzio

Cassino

Bastogne

### PACIFIC

Japan Invades Manchuria (1931)

Japan Invades China
(July 7, 1937)

Pearl Harbor (December 7, 1941)

Battle of Coral Sea
(May 7-8, 1942)

Battle of Midway
(June 3-6, 1942)

Invasion of Guadalcanel
(August 7, 1942)

Pacific Leapfrog Campaign (1942-44)

Battle of Leyte Gulf
(October 25, 1944)

Iwo-Jima (February 10, 1945)

Okinawa (April 1, 1945)

Hiroshima (August 6, 1945)

V-J Day (August 15, 1945)

### SOME FAMOUS BATTLES

Corregidor

Tarawa

Kwajalein

Eniwetok

Saipan

Guam

# AMERICA IN THE 20TH CENTURY

## Unit V: The New Deal and World War II

## REQUIRED READINGS

### THE AMERICAN SPIRIT

| | |
|---|---|
| F.D.R. The Administrative Artist | p. 804 |

### A SENSE OF THE PAST

| | |
|---|---|
| Panic | p. 424 |
| The C.C.C. | p. 435 |
| F.D.R. and the Supreme Court | p. 443 |

## RECOMMENDED READINGS

### Text

| | |
|---|---|
| Chaos Threatened the Nation | p.p. 568-569 |
| Roosevelt's Program Unfolded | p. 570 |
| The New Deal Helped the Unemployment | p.p. 572-575 |
| The Second New Deal Launched Reforms | p.p. 576-580 |

### A SENSE OF THE PAST

| | |
|---|---|
| The A.A.A. and Dust Storms | p. 439 |
| Defeat of the Court Packing Proposal | p. 446 |

### THE HUMAN SIDE OF AMERICAN HISTORY

| | |
|---|---|
| Frances Perkins Primes a Pump | p. 270 |

### BASIC CONCEPTS IN HISTORY AND THE SOCIAL SCIENCES - Presidential Power in the New Deal

| | |
|---|---|
| Franklin D. Roosevelt and Presidential Power | p.p. 8-11 |
| Franklin D. Roosevelt: A Crisis of Power | p.p. 21-26 |
| Richard Hofstadter: Franklin D. Roosevelt | p.p. 50-61 |

### NEW PERSPECTIVES IN AMERICAN HISTORY - The New Deal Interpretations

| | |
|---|---|
| The Great Depression | p.p. 1-21 |
| Franklin D. Roosevelt | p.p. 22-37 |
| Relief, Recovery, and Reform | p.p. 38-59 |
| What Was the New Deal | p.p. 60-86 |

### SCOTT FORESMAN PROBLEMS IN AMERICAN HISTORY

| | |
|---|---|
| The Stock Market Crash | p.p. 116-128 |
| The Social Consequences of the Depression | p.p. 129-139 |
| Government and the Economy During the 1930's | p.p. 140-149 |

### SCOTT FORESMAN PROBLEMS IN AMERICAN HISTORY - Reform in America

| | |
|---|---|
| The Impact of the Depression | p.p. 123-132 |
| Clash of Ideas: Roosevelt Versus Hoover | p.p. 133-140 |
| The First New Deal | p.p. 141-153 |
| The Second New Deal | p.p. 162-168 |

## SUGGESTED READINGS

### THE AMERICAN SPIRIT

| | |
|---|---|
| Roosevelt Pleads for Repeal | p. 823 |
| Senator Vandenberg Fights Repeal | p. 824 |
| ** Lindberg Argues for Isolation | p. 825 |
| ** The New York Times Rejects Insulationism | p. 827 |
| Senator Wheeler Assails Lend-Lease | p. 831 |
| Framing the Atlantic Charter | p. 833 |
| * The Chicago Tribune is Outraged | p. 834 |
| Ickes Prepares to "Raise Hell" | p. 837 |
| ** Togo Blames the United States | p. 838 |
| ** Hull Justifies His Stand | p. 840 |
| Admiral Kimmel Defends Himself | p. 844 |
| Secretary Stimson Charges Negligence | p. 845 |
| Communists Distrust Capitalists | p. 847 |
| Stalin Resents Second-Front Delays | p. 849 |
| * Sherwood Defends F.D.R. | p. 851 |
| * Hull Opposes "Unconditional Surrender" | p. 853 |
| Halsey Fears the Suicide Planes | p. 855 |
| ** Japan's Horrified Reaction | p. 856 |
| ** The Christian Century Deplores the Bombing | p. 857 |
| ** Truman Justifies the Bombing | p. 859 |
| Roosevelt "Betrays" China and Japan | p. 862 |
| ** The Freeman's Bill of Indictment | p. 864 |
| ** Secretary Stettinius Defends Yalta | p. 866 |

### THE HUMAN SIDE OF AMERICAN HISTORY

| | |
|---|---|
| * F.D.R. Looks Forward to Four Freedoms | p. 275 |
| A Huge White Hog Brings Covetous Comment | p. 277 |
| * Four Chaplains Give Their Lives | p. 279 |
| D.D.E. Decides on D-Day | p. 280 |
| A Crucial Switch Determines Which | p. 282 |
| ** Mankoto Would Rather Blind Himself | p. 285 |

### A SENSE OF THE PAST

| | |
|---|---|
| * The Good Neighbor Ideal | p. 449 |
| Dictators Take the Stage | p. 451 |
| * The Miracle of Dunkerque | p. 452 |
| * The Flame of French Resistance | p. 454 |
| A Third Election Night | p. 456 |
| * Pearl Harbor Day | p. 459 |
| * Operation Overlord | p. 462 |
| The Landing on the Beaches | p. 465 |
| Operation Alligator | p. 467 |
| ** Dawn Over Zero | p. 469 |
| The San Francisco Meeting | p. 471 |

### IDEAS IN CONFLICT

| | |
|---|---|
| ** The Relocation of Japanese-American-Racism or Military Expedient | p. 129 |
| ** Should the United States Have Dropped the Atomic Bomb? | p. 147 |

### NEW DIMENSIONS - Response to Economic Collapse: The Great Depression of the 30's

| | |
|---|---|
| Three Totalitarian Models of Political & Economic Organization | p. 30-52 |
| (A) A Historian Views Economic Life Under Facism | p. 31-34 |
| (B) Hitler and the Depression | p. 35-42 |

AMERICA IN THE 20th CENTURY
Possible Student Projects

Unit V : The New Deal and World War II (1932-1945)

1. Discuss "perhaps the greatest tragedy of the depression was its effect upon millions of young Americans. Why was this so?"
2. Discuss "what criticisms were leveled against the New Deal relief program? How did the New Dealers answer these criticisms?"
3. Discuss "The New Deal was not radical in concept, comment." (see teacher first if you choose this one.)
4. Discuss "why was some parts of the New Deal declared unconstitutional?"
5. Discuss "workers hailed the National Labor Relations Act as the Magna Carta of labor. Why?"
6. Discuss "in a complex and industrialized society such as ours, who do you think should be responsible for (A) the poor, (B) the unemployed, (C) the handicapped, (D) the aged? Explain what changes were made in regard to these groups under the New Deal."
7. Discuss "why was the New Deal controversial? Which Americans were the strongest supporters of the New Deal? Which were most opposed to it?"
8. Write a report on Muscle Shoals from the World War to the present time.
9. Write a report on the Tennessee Valley Authority.
10. Discuss "what are some of the satisfactory and unsatisfactory aspects of the "relief problems" in Ottumwa?" (see teacher first if you choose this one.)
11. Write a report on company unions, in which reasons for their organization; plans of organization and control, and reasons why labor unions object to them.
12. Labor has asserted for a long time the right to "collective barganing." "Employees have as clear a right to organize and select their representatives for lawful purposes as the respondent has to organize its business and select its own officers and agents." How do you account for the fact that so long a period in the nation's industrial history has elapsed before labor has gained explicit recognition of this right?
13. Discuss "in your opinion, did the New Deal infringe upon the individual's rights? Explain."
14. Discuss "what do you think the proper role of government should be in times of national crisis?"

Possible Student Projects (cont)

15. Discuss "(A) why did Roosevelt try to reform the Supreme Court? (B) give reasons for the failure of his plan. (C) what position would you have taken on the issue? Give arguments to support your opinion."

16. Summarize the various ways in which the New Deal tried to help; (A) the consumer, (B) low-income families on farms and in cities, (C) young people, (D) the aged, and (E) workers.

17. Discuss "The C.C.C. really created a "new frontier." Explain. With what might the C.C.C. be compared today in terms of a new frontier for young people?"

18. Using the "great depression" as a basis for comparison, describe how you think the U.S. would react to a severe economic crisis if one occured today.

19. Discuss "the Neutrality Act of 1935 should never have been enacted."

20. Discuss "before December 7, 1941, what steps had been taken to prepare the country for a possible envolvement in the second world war?"

21. Discuss "the treatment of aliens during the second world war; the work of the F.B.I. in rounding up spies and saboteurs."

22. Compare the (A) parties, (B) candidates, (C) issues, and (D) results in the elections of 1936 and 1940.

23. Describe the plans of the U.S. and its allies in fighting the Axis powers.

24. Discuss "how did each of the following contribute to the war effort; (A) unions, (B) scientists, (C) women, (D) farmers, (E) Black Americans?"

25. Describe the events of 1945 that led to the fall of Germany and to the end of the war in Europe.

26. Discuss "(A) what is meant by "genocide"? (B) the Nazi atrocities - their policy of genocide, were among the most brutal crimes ever committed against humanity."

27. Trace the "island-hopping" strategy of the Americans in the Pacific.

28. Discuss "the role of air power played in both the European and Pacific theaters of the war."

29. Discuss "(A) summarize the agreements reached at the Yalta Conference in 1945, (B) Why are these agreements considered controversial?"

30. List and describe the events of 1935-1937 which posed a threat to peace.

31. Discuss "compare the American attitude toward the war in Europe in 1914-1915 with that in 1939."

32. Draw a time line covering 1931-1945. (A) below the time line list U.S. actions or foreign policy decisions.

Possible Student Projects (cont.)

33. Discuss "At certain times in a country's history, the power of a single personality becomes an extremely important force. How does this apply to (A Churchill's role in Great Britain; (B) Hitler's role in Germany?"

34. Discuss "How were nationalism, imperialism, and ideologies or racial superiority related to the causes of W.W. II?"

35. Discuss "(A) Munich has become synonymous with the world appeasement. Explain. (B) How did appeasement help lead to W. W. II?"

36. Discuss "How do you think America's international affairs today have been affected by what was learned from the events before W.W. II?"

37. List and describe the ways in which the second world war affected peoples' lives.

38. List and describe the various types of weapons used in W.W. II.

39. Make a collection of cartoons relating to the second world war.

40. Write the story of one of the following as a reporter might have written it: The Attack on Pearl Harbor; The Defenders of Wake Island; How the Japanese Took Over the City of Manila; The Fall of Singapore; and The Siege of Hong Kong.

41. Make a colection of war songs and titles; List them under these headings; (A) before the Civil War; (B) Civil War; (C) First World War; (D) Second World War.

42. Discuss "(A) Why did the Japanese finally surrender? (B) Was the dropping of the atomic bomb necessary to end the war? Explain.

43. Discuss "Japanese-Americans born in the U.S. proved their loyalty to America by serving in the American armed forces during W.W. II. Not one Japanese-American was ever convicted of sabotage or of spying. Yet Japanese-Americans were interned in prison camps at the beginning of the war. Why? In your opinion, can this violation of civil liberties be justified. Explain your answer."

44. Discuss "If another world war were to come, there would be very few survivors. Explain your answer."

45. Discuss "Evaluate current American efforts to prevent international conflicts. Do you believe our foreign policy has over-committed our nation? Explain."

46. Black Americans encountered discrimination in the armed forces and in the job market during W.W. II. Comment.

47. Interview members of your family or other Ottumwans for their first-hand accounts of life during the New Deal and W.W. II. (See the teacher first if you choose this one.)

48. Discuss "You have known about the hardships of the depression years in the U.S.. On the basis of this knowledge construct seven questions about living conditions during the period, about attitudes toward New Deal policies, and about the leadership qualities of President Roosevelt. Arrange to interview several of your neighbors or family friends. How do their responses compare with what you have learned? What are the limits of such interviews? In what instance might such a method of gathering information be valuable?"

49. Using the reports of the U.S. Bureau of Census, sketch a demographic picture of Ottumwa for the 1930's. How did it compare with the rest of the nation?

50. Discuss "The radio made it possible for President Roosevelt to personally interpret his policies for the citizens of the U.S. Do you think this affected his popularity and the success of the New Deal?

51. Discuss "Evaluate the dole as a method of relief for the unemployed. What are its advantages and disadvantages?"

52. Discuss "As you may know, many Americans today, as well as during the depression years, are concerned about local administration of welfare programs. What are the advantages and disadvantages of local administration of this program? Evaluate the welfare programs of Iowa. How do they compare with other states? Are they adequate?" (See the teacher first if you choose this one.)

53. Discuss "In view of the hatred of socialists and communists expressed by Hitler in his rise to power, how do you account for his pact with the Soviet Union? What were Stalin's motives (reasons) for entering into such an agreement?"

54. Discuss "Compare the foreign issue of today with those of the 1930's. How has the face of the State Department changed? Why?"

55. Discuss "In the period prior (before) to World War II there was much concern about government spending. Is this true today? Though adjusted to deficit financing many feel that there is not enough concern for the size of the national debt. Evaluate the positions of those opposed to last year's Federal Budget. Where do you feel cutbacks, in spending should be made? What percentage of the total Budget do these programs represent?"

# AMERICA IN THE 20TH CENTURY

## Unit V: The New Deal and World War II

## Sample Small Group Discussion Questions

1. Interview your parents, aunts, uncles, etc. and get their reactions to some of the following questions. For many the Depression holds bad memories, so do not pressure anyone who is reluctant to answer the questions. If they choose not to talk, go to someone else. Be ready to relate your information to the group.

   a. Where did they live? (city, rural, small town)
   b. What was education like? Did they go to school?
   c. What did they do for entertainment?
   d. What did they do for money? What were wages like?
   e. What was their attitude toward the Federal Government and Federal programs?
   f. Was there any violence connected with the Depression among workers, farmers, etc., in Iowa?

2. The Federal Government played a large role in bringing relief to those in need. Many say that F.D.R.'s programs made the U.S. a welfare state and moved it toward Socialism. What do you think of such things as social security, Medicare, welfare, etc.? Is it just a dole?

3. F.D.R. used the fireside chat to gain the confidence and support of the people. What can a President do today to improve his public image? What importance has Nixon's appearances had on the American public? Could you compare his use of T.V. and radio media to F.D.R.'s fireside chats?

4. What problems would exist if the world wars had not taken place?

   A. Population
   B. Food, etc.

5. Is war necessary for society to exist?

   A. Economy
   B. Industry, etc.

6. Discuss the background of Japan and Germany. What caused them to do what they did?

7. How did the Revisionists look at W.W. I? How did this affect the way Americans looked at the coming war in the 1930's?

8. How did we (U.S.) get drawn into World War II?

# AMERICA IN THE 20TH CENTURY

## Unit V: The New Deal and World War II

Films:

The 100 Days
Hitler's Executions

## AMERICA IN THE 20TH CENTURY

### Unit VI: The Challenges of a New Era

I. Knowledge Objectives

II. Name and Term List to Be Used in this Unit

III. Required and Recommended Readings over this Unit

IV. Possible Student Projects over this Unit

V. Sample of Small Group Questions over this Unit

VI. Films and other A.V. Materials over this Unit

## AMERICA IN THE 20th CENTURY

## UNIT VI: The Challenges of a New Era (1945-1970's)

### Knowledge Objectives:

1. To know that at the end of World War II, European nations faced economic collapse, political instability, and the threat of Communist agression.

2. To know that the Truman Doctrine and the Marshall Plan, the U.S. committed itself to a policy of economic aid to European nations and to Turkey.

3. To know that after World War II, the emerging nations of Africa, Asia, Latin America, and the Middle East were on a different stage of development from that of Western European nations and hence they presented different challenges to American foreign policy.

4. To know that President Truman proposed the Point Four Program through which America would make its scientific and technological knowledge available to emerging nations in order to raise living standards.

5. To know how other nations responded to American policies in the postwar years.

6. To know that the U.S. responded to postwar Communist expansion with a containment policy which it implemented with a build-up of American military strength; economic, military, and technical aid to friendly nations; defensive military alliances; and wars in Korea and Vietnam.

7. To know that although America's gross national product increased by 100% between 1945 and 1968, total population increased by only 44% and the civilian labor force by 46%.

8. To know that output per man-hour rose in both agriculture and industry.

9. To know that increased private investment in new plants and equipment increased government spending for education and research contributed to economic growth.

10. To know that family income in America differs according to age, education, race, occupation, and section of the country.

11. To know that the decade between 1947 and 1957 was one of technological and economic progress which brought unprecedental material comforts to millions of Americans.

Knowledge Objectives (cont.)

12. To know that economist, John Kenneth Galbraith criticized the ways Americans spent their wealth, on grounds that public goods and services suffered from poverty in the midst of private affluence.

13. To know that demobilization of the armed forces and elimination of wartime economic controls were immediate postwar problems.

14. To know that Senator Joseph R. McCarthy headed a movement in the late 1940's and early 1950's, which alleged Communists held important positions in the government, the army, and other areas of public life.

15. To know that Truman's Fair Deal, Eisenhower's Modern Republicanism, Kennedy's New Frontier, and Johnson's Great Society all maintained and extended to varying degrees New Deal social welfare programs.

16. To know that following World War I, American Negro leaders appealed to racial consciousness in an attempt to develop a sense of identity among Negroes (Blacks).

17. To know that Marcus Garvey advocated an independent "Black Africa" which could become a homeland for Negroes (Blacks).

18. To know that W.E.B. DuBois urged Negroes to fight for an end to racial discrimination in the U.S.

19. To know that during the Little Rock crisis, President Eisenhower believed that it was his responsibility to enforce the Supreme Court's School Desegregation decision.

20. To know that white Americans hold ambivalent attitudes toward the Negro revolution.

21.. To know that in 1964, the American voters repudiated the Republican presidential candidate, Barry Goldwater, who campaigned against most of the domestic programs that had been enacted since 1932.

22. To know that Martin Luther King believed non-violent direct action offered a middle course between the complacency of many Blacks and the militancy of Black nationalists.

23. To know that during the 1960's, some militant Blacks, impatient with the pace and direction of the civil-rights movement, turned to "black power" as a way to change patterns of racial oppression.

24. To know that civil-rights songs express Blacks' aspirations for freedom and equality as well as racial identity and pride.

25. To know that various racial and ethnic groups have been discriminated against in America.

Knowledge Objectives (cont.)

26. To know that because of the experience of slavery, Blacks have lacked the cultural heritage, group solidarity, and family stability which strengthened many minority groups in their struggle for assimilation.

27. To know that white Americans have resisted the assimilation of Blacks and Indians most strenuously.

28. To know that Blacks have made substantial progress toward assimilation, particularly since 1945.

29. To know that many local and state governments, as well as the national government, have promoted the assimilation of Blacks.

30. To know that Black nationalists seem to be working toward accommodation rather than assimilation.

31. To know that Americans disagreed over the nature of the Vietnam War and of America's goals in that war.

32. To know that supporters of America's role in Vietnam maintained that the war was a struggle against Communist aggression, while critics of America's role argued that it was a nationalist movement in which the U.S. had aligned itself against the nationalistic aspirations of the Vietnamese people.

33. To know that President Johnson defined the "Great Society" in terms of the quality of life it would offer its citizens.

34. To know that the evidence from Vietcong soldiers indicated that they believed the war involved both Communist and Nationalist objectives.

35. To know that President Johnson's proposal for a "Great Society" required that cities be revitalized and rebuilt, that the countryside be preserved, and that education be improved.

36. To know that a phenomenal growth of population, knowledge, cities, and technology have been major developments of the twentieth century.

* 37. To know that these developments created complex problems for Americans.

38. To know that between 1964 and 1966, Congress passed a number of measures aimed at solving contemporary problems.

39. To know that after 1966, the Vietnam War, racial troubles, and campus disorders divided the American people.

"In these days, when every new invention of the scientists seems to make it more nearly possible for man to insure his own elimination from the globe, I think the U.N. has become sheer necessity." - - - - Dwight D. Eisenhower.

"The U.N. is. . . an important avenue of American foreign policy. Yet practices have developed which, I believe, lead to an undue influence of U.N. considerations in our national decision-making. . . The best hope for peace with justice does not lie in the U.N.. . . The best hope for the U.N. lies in the maintenance of peace. In our deeply divided world, peace depends on the power and unity of the Atlantic community, and on the skill of our direct diplomacy. - - - - Senator Henry M. Jackson, 1962.

"An iron curtain has desended across the continent." - - - - Winston Churchill, 1946.

"At the present moment in world history nearly every nation must choose between alternative ways of life, the choice is too often not a free one. . . . I believe that it must be the policy of the U.S. to support peoples who are resisting attempted subjugation by armed minorities or by outside pressure. . .
The seeds of totalitarian regimes are nurtured by misery and want. . . They reach their full growth when the hope of a people for a better life has died. We must keep that hope alive." - - - The Truman Doctrine, March 12, 1947.

"Our policy is directed. . . against hunger, poverty, desperation, and chaos. Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist." - - - The Marshall Plan, June 5, 1947.

"But I say to all men, what we have achieved in liberty, we will surpass in greater liberty." - - - - Harry S. Truman, 1949.

"Our country stands before the world as an example of how free men, under God, can build a community of neighbors, working together for the good of all." - - - Harry S. Truman (Report on Korea) July 19, 1950.

"We must strive to overcome the apathy, ignorance, and guile which nourish the twin enemies of freedom - crime and communism." - - - J. Edgar Hoover, 1956.

"A people that value its privileges above its principles soon loses both." - - - - Dwight D. Eisenhower, 1953.

"When Sparta was frightening the Athenians, Pericles said: "I am more worried about our own faults than about the plans of our enemies." So am I." - - - Adlai E. Stevenson, 1957.

"Whatever America hopes to bring to pass in the world must first come to pass in the heart of America. - - - Dwight D. Eisenhower, 1953.

"In all those things which deal with people, be liberal, be human. In all those things which deal with people's money, or their economy, or their form of government, be conservative." - - - - Republican Platform, 1956.

"I call upon you to join us in a journey to the New Frontier, the voyage is a long and hazardous one, but we are all partners in a great and historic journey." - - - - J. F. Kennedy.

"And so, my fellow Americans: ask not what your country can do for you - ask what you can do for your country." - - - J. F. Kennedy, Inaugural Address, 1961.

# AMERICA IN THE 20TH CENTURY

## Unit VI: The Challenges of a New Era

### Name and Term List

Harry Truman
Chaing-Kai-Shek
Mao-Tse-Tung
General Douglas MacArthur
Syngman Rhee
John L. Lewis
Tom Dewey
Strom Thurmond
Joe McCarthy
Algier Hiss
Robert H. Taft
U-Thant
Dwight Eisenhower
John Foster Dulles
Ezra Taft Benson
Ho Chi Minh
Adlai Stevenson
Richard Nixon
Orval Faubus
Dr. Martin Luther King, Jr.
George Meany
"Sputnik"
Fidel Castro
Nikita Krushchev
John F. Kennedy
Lyndon B. Johnson
Lee Harvey Oswald
Robert McNamara
Barry Goldwater
President Diem
President Theiu
Nguyen Giap
George C. Wallace
Mrs. Rosa Parks
Roy Wilkins
Whitney M. Young, Jr.
Senator Edward R. Brooke
James Baldwin
James Brown
Malcolm X
Ralph D. Abernathy
Rap Brown

Collective Security
Dumbarton Oaks Conference
United Nations
"Iron Curtain"
"The Cold War"
Marshall Plan
"Operation Vittles"
N.A.T.O.
O.A.S.
Truman Doctrine
G.I. Bill of Rights
Wage-Price Spiral
Taft-Hartley Act
"The Fair Deal"
22nd Amendment
National Security Act
Election of 1948
"McCarthyism"
McCarran-Nixon Act
Closed Shop
Open Shop
Election of 1952
Internal Revenue Act
Soil Bank
Federal Aid Highway Act
National Defense Education Act
"Domino Theory"
S.E.A.T.O.
St. Lawrence Seaway
Brown vs. Board of Education
"Little Rock Incident"
Civil Rights Act of 1957
Recession
U-2 Plane
Election of 1960
Berlin Wall (or Berlin Crisis)
Bay of Pigs Invasion
Cuban Missile Crisis
Alliance for Progress
Peace Corps
Great Society
Santo Domingo
National Liberation Front (V.C.)
Warren Commission
Vietnamization
Tonkin Gulf Resolution

Name and Term List (cont.)

Central Intelligence Agency (C.I.R.)
V.I.S.T.A.
Job Corps
Election of 1964
Chicago Democratic Convention
The New Left
National Association for the Advancement of Colored People (NAACP)
Southern Christian Leadership Conference (SCLC)
Student Non-Violent Coordinating Committee (SNCC)
Birmingham
March on Washington
Civil Rights Act of 1957
Civil Rights of 1964
Private Sector
Uncle Tom
Showcase Integration
Long hot summers
Black Muslims
War on Poverty
Black Power
Black Panther Party
White Backlash
DeFacto Segregation
DeJure Segregation

# AMERICA IN THE 20TH CENTURY

## Unit VI: The Challenges of a New Era

### REQUIRED READINGS

#### THE AMERICAN SPIRIT

| | |
|---|---|
| Truman Accepts the Korean Challenge | p. 886 |
| Truman Asserts Civil Supremacy | p. 889 |
| The Court Rejects Segregation | p. 898 |
| Eisenhower Sends Federal Troops | p. 906 |
| A Negro Newspaper Praises Courage | p. 909 |

#### THE HUMAN SIDE OF AMERICAN HISTORY

| | |
|---|---|
| Jackie Robinson Gets His Chance | p. 287 |

#### BASIC CONCEPTS - Containment and the Origins of the Cold War

| | |
|---|---|
| Harry Truman: We Must Assist Free Peoples . . . | p. 9 - 15 |

### RECOMMENDED READINGS

#### THE AMERICAN SPIRIT

| | |
|---|---|
| Senator Connally Urges Speedy Action | p. 868 |
| Chicago Tribune Dissents | p. 872 |
| Senator McCarthy Blasts Traitors | p. 883 |
| MacArthur Calls for Victory | p. 891 |
| McCarthy Upholds Guilt by Association | p. 893 |
| Meany Fights Union Busters | p. 916 |

#### A SENSE OF THE PAST

| | |
|---|---|
| Whistle Stop Campaign | p. 479 |
| The Korean Crisis | p. 487 |
| The Communist Stage Setting | p. 492 |

#### THE HUMAN SIDE OF AMERICAN HISTORY

| | |
|---|---|
| The U.N. Resists Agression | p. 291 |
| An Englishman Sees a Nation on Wheels | p. 293 |

#### NEW DIMENSIONS - The Negro Struggle for Equality in the 20th Century

| | | |
|---|---|---|
| pp. 101-106 | pp. 116-121 | pp. 121-124 |
| pp. 126-129 | pp. 158-164 | pp. 164-173 |

#### NEW PERSPECTIVES IN AMERICAN HISTORY - The Cold War

| | |
|---|---|
| Two Incidents | pp. 1-4 |
| The Compass Points South | pp. 53-73 |
| Standoff in Europe | pp. 74-82 |

## RECOMMENDED READINGS (cont.)

### BASIC CONCEPTS - Containment and the Origins of the Cold War

| | |
|---|---|
| The Case for Containment | pp. 18-25 |
| The Truman Doctrine Endangers Peace | pp. 39-42 |
| Objections to the NATO Pact | pp. 48-52 |
| The Truman-Stalin Duel | pp. 92-103 |
| The Cold War and Its Origins | pp. 104-117 |

## AMERICA IN THE 20th CENTURY

### Possible Student Projects

### UNIT VI: The Challenges of a New Era (1945-1970's)

1. Discuss "what problems confronted the American government after World War II? Why? How did the government meet these problems?"

2. Discuss "compare the demobilization and reconversion problems at the end of World War I and II. Explain which of these postwar periods provided the more difficult task."

3. Discuss "do you think the frontier region in the Soviet Union influenced that nation's history in the same way that the frontier region of the U.S. influenced American history? Explain. What kind of research must you do in order to arrive at an understanding of this question?"

4. Discuss "both the Truman and Eisenhower administrations were confronted with the problem of protecting the country against subversion without, at the same time, denying Americans their constitutional rights to freedom of criticism and association. Did they succeed in this objective? Support your opinion."

5. Describe the purposes of the United Nations.

6. Discuss "explain America's new role in the postwar world in regard to: (A) foreign aid, (B) the Soviet Union, (C) Red China. Why did the Soviet Union expand its influence during the postwar period?"

7. Discuss "how did each of the following help to "contain" communism: (A) Truman Doctrine, (B) Marshall Plan, (C) Berlin Airlift, (D) N.A.T.O.

8. Discuss "how did the U.S. answer the challenge of the Korean situation? Did the President take upon himself powers not stated in the constitution? Explain."

9. Discuss "what was the importance of the Eisenhower Doctrine as a move in the Cold War.

10. Discuss "was the Korean War a victory for the U.S. and the United Nations? Why or why not?"

11. Discuss "Eugene McCarthy triggered a series of political developments. (A) What were they? (B) How did they relate to Vietnam?"

12. Discuss "what in your opinion were President Kennedy's most important contributions to our national life? Explain."

13. Compare the elections of 1952 and 1956 with respect to parties, candidates, issues and results. What is meant by "modern Republicanism?"

Possible Student Projects (cont.)

14. Discuss "what problems confronted the American government after W.W. II? Why? How did the government meet these problems?"

15. Discuss "the election of 1960 has been described as one of the most important in American history."

16. Discuss, "how did Americans respond to the assassinations of the 1960's? (A) Has violence become characteristic of American society? Explain." See teacher first if you choose this one.)

17. Discuss "does a president have the responsibility to lead or follow the majority view? Explain."

18. Discuss "President John F. Kennedy named the reform program of his administration the "New Frontier." What historical appeal was he making to Americans.

19. Discuss "was President Kennedy able to bring the nation to "a new frontier" before his assassination? Explain."

20. Discuss "with reference to the election of 1964, discuss: (A) candidates and parties, (B) results for the political parties and the nation."

21. Compare the Johnson and Nixon administrations with regard to their: (A) policy in Southeast Asia, (B) social welfare programs.

22. Discuss "how did the Great Society follow the New Deal and Fair Deal philosophies of reform?"

23. Discuss President Nixon's Family Assistance Program includes a provision for a guaranteed minimum annual income. In your opinion, is this provision a wholly new idea in social legislation or is it related to programs begun during the New Deal era? Explain your answer."

24. Research and present a report on the history of Indian reservations in the U.S. The report should include an account of actions currently being taken by American Indians to secure their full civil rights.

25. Discuss, "compare the twentieth century "race into space" with the fifteenth century search of an all water route to Asia." What are some similarities? What are some dissimilarities?"

26. Discuss "with reference to the election of 1968, discuss; (A) the candidates, the issues, nominating conventions, (B) the results for the political parties.

27. Interview a veteran who has fought in Vietnam to get his views on the war. (See teacher first if you choose this one.)

28. Discuss developments taking place in the world that placed heavy demands upon the U.S. in the 1960's. Why did the U.S. feel an obligation to respond to these demands?

29. Discuss "the Cuban Missile Crisis brought the world to the brink of a nuclear holocaust in 1962. Explain.

Possible Student Projects (cont.)

30. Discuss "trace the evolution of American involvement in South Vietnam starting in 1962. What position did the U.S. take in Vietnam by 1965? Describe the impact of the war on North and South Vietnam. Describe the impact of the war on the U.S. and the rest of the world."

31. Discuss and explain Mao Tse Tung's theory of world revolution.

32. Describe the arguments supporting America's role in Vietnam. Describe the criticisms.

33. Discuss "Japan and the common market countries of Western Europe are becoming increasingly prosperous. How do you think such prosperity affects the relationship of the U.S. with these countries?"

34. Discuss "some American critics of the government's Vietnam policy have declared that the U.S. could win the war but would destroy Vietnam in the process. What is meant by this statement?"

35. Discuss "is the U.S. following the policy of the "good neighbor" with regard to Latin America today? Give facts to support your opinion."

36. Discuss "what was the attitude of the American public toward U.S. involvement in W.W. I? in W.W. II? in the Vietnam war? Explain the reasons for each of these attitudes."

37. Discuss "does the Nixon doctrine constitute a return to isolationism?

38. Discuss "what new pressures does the "knowledge explosion" place on the people and schools of the U.S.?"

39. The slogan of International Business Machines (I.B.M.) is "men think - machines work." Relate this slogan to computers and automation."

40. Discuss "technological change has a revolutionary impact upon society and the world. Explain."

41. Discuss "automation can have a dehumanizing effect on society. Where does the responsibility for how automation is utilized rest? Why?"

42. Explain the reasons for America's remarkable economic growth after W.W. II.

43. Discuss "what business, industries, and occupations can you list that were nonexistent before W.W. II?"

44. Discuss "what is progress? What standards did you use to arrive at your definition?"

45. Discuss "in your opinion, what may be the long-range effects of the world's population explosion? Explain."

Possible Student Projects (cont.)

46. Discuss "with the invention of the "apt of inventing," men built change into society." Explain this statement, referring to inventions which are currently bringing about changes in our society."

47. Discuss "the founding fathers created a constitution that can adapt to a changing society. Defend or repute this statement, using evidence from current events to support your argument."

48. Summarize steps taken by the President, Congress, and the Supreme Court since 1954 in the field of Civil Rights.

49. Discuss "what are some possible definitions of "black [illegible]?"

50. Discuss "why is there a need for cooperative action on the part of the nations of the world in dealing with ecological problems? Why are population levels closely interrelated to most other ecological problems?"

51. Discuss "the steps which must be taken to improve the quality of American life."

52. Discuss "in what ways do the 1970's represent a decisive decade?"

53. Discuss "it has been suggested that America's victories in W.W. II and its success in sending the first men to the moon could not have been possible without sustained national interest. Is this same interest necessary in dealing with the problems of poverty and pollution in the U.S.? Do you' think Americans will solve these problems? Explain your answer."

54. Discuss "have Black Americans gained more for the cause of Civil Rights through the use of militant or non-militant tactics? (Define the term militancy before attempting to answer this question. Also provide evidence to support your answer.)"

55. Discuss "the U.S. will celebrate its two hundredth anniversary in the decade of the 1970's. What do you think Americans should be celebrating on this anniversary? Explain."

56. Discuss "what is the relationship between poverty and violence? What do Blacks rioting in the cities tell us?"

57. Discuss "our nation is moving toward two societies, one Black, and one White; separate and unequal. (A) What are the implications of this warning? (B) What is required of Americans as individuals and as a nation to prevent this prediction from coming true?"

58. Discuss "the urban (city) crisis is a national crisis, explain."

59. Discuss "for many Americans poverty is so widespread and so acute as to be a national disgrace, and its consequences have swept into our cities, violently. Who comprise (make-up) the poor in America? Why?

60. Discuss "why had the nation that had landed men on the moon not made greater progress toward solving the urgent problems confronting it on earth?"

Possible Student Projects (cont.)

61. Interview a Black living in Ottumwa. Obtain his views of the Blackman in American society. (See teacher first if you choose this one.)

62. Discuss "Why have some alienated youths turned their backs on the values of the older generation?"

63. Interview an older person (65 years or older) living in Ottumwa. Get his or her "philosophy of life". (See teacher first if you choose this one.)

64. Discuss "A nation moves forward in history only if it can respond successfully to the challenges which confront it. Select the four most important challenges confronting our nation during the past two decades, and indicate how the American people are meeting these conditions."

65. Discuss "Human history becomes more and more a race between education and catastrophe. How does this statement apply to our world today?"

66. Discuss "What in your opinion is the single most crucial challenge faced by the U.S. today? Explain.

67. Discuss "What do you believe is the wisest policy for the U.S. to follow in Southeast Asia? Explain."

68. Draw a time line of the Vietnam War, including the major diplomatic and military events of the conflict.

69. Prepare a report for class presentation on anti-pollution efforts in Ottumwa. (See teacher first if you choose this one.)

70. Draw political cartoons to illustrate your views on the issue of student dissent.

71. Collect newspaper clippings dealing with the struggles of various minority groups to attain their civil rights. What similarities do you find among these news-stories. What dissimilarities do you find?

72. Develop a plan by which you would improve Ottumwa and make it a better place in which to live in the 1970's. Why do so many young people leave Ottumwa to find the "better life"?

73. Discuss "As you may know, many of the problems of the city were solved by the introduction of zoning ordinances. Whom did these zoning ordinances protect? Does Ottumwa have zoning ordinances? What changes have occurred in these ordinances during the past ten (10) years? Interview the Building Inspector of Ottumwa and find out how these ordinances can be changed." (See the teacher first if you choose this one.)

Possible Student Projects (cont.)

74. Discuss "As you may know, housing restrictions were passed that improved the living conditions in the cities. Many of these same conditions continue to exist in large cities today despite these housing restrictions. Are these laws adequately enforced in Ottumwa? Who is responsible for their enforcement?" (See the teacher first if you choose this one.)

75. Discuss "A water supply and waste removal system have remained serious problems for many American cities. How has Ottumwa reacted to these problems? Inquire about the water supply for Ottumwa." (See the teacher first if you choose this one.)

76. The September 21, 1965, issue of LOOK magazine has a series of articles that describe America's "sick cities". How do the problems and civic leadership compare with the descriptions of American cities written by Lincoln Steffens?

77. Discuss "As you may know that mass migration from farm to city has taken place, mobility (moving) has been typical of America throughout her history. It is known that even today approximately 20 percent of the American population moves from one house to another each year. Has the pattern of geographic mobility changed during this century? In what ways? (Contact Ottumwa's Welcome Wagon lady.)" (See the teacher first if you choose this one.)

78. Discuss "The founding and early leadership of the National Urban League and the N.A.A.C.P. is an interesting story. Who are the leaders and what are the goals of these groups today?"

79. Discuss "The Taft-Hartley Act of 1947 was passed amid violent protest from organized labor. What were the provisions of this act? Why was Labor opposed? What aspects of the acts have recently been debated?"

80. Discuss "Why did many refer to the Korean conflict as a police action rather than a war?"

81. Discuss "The Korean War was considered to be a war of containment of the communists. How does the recent conflict in South Viet Nem compare with with the Korean War with respect to goals and strategy?"

82. Discuss "You may know about the activies of the House Un-American Activities Committee. Does the committee exist today? What are its functions? What is the public sentiment regarding its operations?"

83. Discuss "Much of the present time is devoted to discussing the threat of communism to world peace and freedom. What is the official status of the communist party in America today? What laws exist to regulate the activities of the Communist party members in the U.S.?"

84. Discuss "Evaluate the cultural and intellectual achievements of the Kennedy Era."

Possible Student Projects (cont.)

85. Discuss "Evaluate the role of T.V. in political activity. What are the advantages and disadvantages of regular press conferences by the president via T.V.?"

86. Discuss "You may know that the United Nations experienced many difficult problems from its beginning in 1945. What major problems has the U.N. experienced during the past year? What part did the U.S. play in dealing with these problems?"

87. Discuss "You may know that the difficulties of maintaining a democratic government in many of the underdeveloped nations of the world. What factors can you identify that have threatened such governments (Africa, South America and Southeast Asia) in recent years? What is a one-party Democracy?"

88. Discuss "You may know of the enthusiasm with which the U.S. supported the Alliance for Progress. Evaluate the success of the Alliance since its start in 1961. What factors have served to limit the attainment of its proposed objectives?"

89. Discuss "Some have argued that industrialization and internal development result in greater caution in international relations. They use the experience of the Soviet Union as an example. Do you foresee the development of less aggressive policies on the part of the Communist Chinese as they become more industrialized?"

90. Discuss "What effect has suburbanization had upon the old central cities?"

91. Discuss "You have read about the great society programs that have been enacted. How have these programs affected Ottumwa?"

92. Discuss "You may have known that the average age in the U.S. is approximately 29.5 years. What effects upon the society can you identify that have resulted from the age composition of the population?"

93. Discuss "You have learned of the importance of new industries in providing employment for many persons added to the labor force each year. What new industries have made Ottumwa their home in the last 10 years? What current occupations can you name that did not exist twenty years ago?" (See the teacher first if you choose this one.)

94. If you were going to bury a time capsule to be opened in the year 2075, what ten (10) items would you place in it to represent the 1960's and early 1970's. List your ten (10) items and state the reasons why you chose them.

Possible Student Projects (cont.)

1. Discuss "what problems confronted the American government after World War II? Why? How did the government meet these problems?"

2. Discuss "both the Truman and Eisenhower administrations were confronted with the problem of protecting the country against subversion without, at the same time, denying Americans their constitutional rights to freedom of criticism and association. Did they succeed in this objective? Support your opinion."

3. Describe the purposes of the United Nations.

4. Discuss "explain America's new role in the postwar world in regard to: (A) foreign aid, (B) the Soviet Union, (C) Red China. Why did the Soviet Union expand its influence during the postwar period?"

5. Discuss "how did each of the following help to "contain" communism: (A) Truman Doctrine, (B) Marshall Plan, (C) Berlin Airlift, (D) N.A.T.O.

6. Discuss "how did the U.S. answer the challenge of the Korean situation? Did the President take upon himself powers not stated in the constitution? Explain."

7. Discuss "what was the importance of the Eisenhower Doctrine as a move in the Cold War.

8. Discuss "was the Korean War a victory for the U.S. and the United Nations? Why or why not?"

9. Compare the elections of 1952 and 1956 with respect to parties, candidates, issues and results. What is meant by "modern Republicanism?"

10. Discuss "what problems confronted the American government after W.W. II? Why? How did the government meet these problems?"

11. Discuss "does a president have the responsibility to lead or follow the majority view? Explain."

12. Discuss, "compare the twentieth century "race into space" with the fifteenth century search of an all water route to Asia." What are some similarities? What are some dissimilarities?"

13. Discuss and explain Mao Tse Tung's theory of world revolution.

14. Explain the reasons for America's remarkable economic growth after W.W. II.

15. Summarize steps taken by the President, Congress, and the Supreme Court since 1954 in the field of Civil Rights.

16. Discuss "the urban (city) crisis is a national crisis, explain."

17. Discuss "for many Americans poverty is so widespread and so acute as to be a national disgrace, and its consequences have swept into our cities, violently." Who comprise (make-up) the poor in America? Why?

Possible Student Projects (cont.)

THE ADVANCE OF CIVIL RIGHTS IN THE U.S.A. DURING THE 60's AND 70's.

SHOULD THE U.S.A. AND RED CHINA CONTINUE BETTER RELATIONS?

PRESIDENTIAL POWER--DOES OUR EXECUTIVE HAVE TOO MUCH?

THE NEW DEAL--WAS IT REALLY A NEW IDEA?

THE NEW DEAL--WAS IT A SUCCESS?

HOW WOULD YOU SOLVE TODAY'S ECONOMIC PROBLEMS?

PRISONS--HOW ADEQUATE ARE PRISONS IN THE U.S. TODAY?

WHAT CONDITIONS LEAD TO TOTALITARIAN GOVERNMENT?

ECOLOGY--WHAT CAN YOU DO TO BETTER ECOLOGY TODAY?

THE ELECTION OF 1964--WHAT WAS THE CHOICE?

WHO IS YOUR CHOICE FOR PRESIDENT IN 1972? WHY?

THE AMERICAN INDIAN--SHOULD WE GIVE THE U.S.A. BACK?

THE AMERICAN WOMAN--IS SHE REALLY LIBERATED?

CAMPUS UNREST--SHOULD STUDENTS "RUN" THE SHOW?

NO FAULT INSURANCE--IS IT A GOOD IDEA?

SHOULD MACARTHUR HAVE BEEN ALLOWED TO INVADE CHINA?

THE MID-EAST PROBLEM--SHOULD THE U.S.A. GET MORE INVOLVED?

IS THE MASS-MEDIA HONEST IN ITS REPORTING?

WHY DO YOUNG PEOPLE LEAVE OTTUMWA AFTER GRADUATION?

PROFESSIONAL SPORTS--ARE THEY TOO BIG? (WHAT IMPACT DO THEY HAVE ON OUR ECONOMY?)

IS BASEBALL STILL THE NATIONAL PASTIME? WHY? OR WHY NOT?

HAS TELEVISION DESTROYED THE VALUES OF AMERICANS?

IS THERE TOO MUCH VIOLENCE ON TV TODAY?

EDUCATION TODAY--WHAT KIND OF COURSES DO WE NEED AT O.H.S.? WHICH DO WE NEED TO ELIMINATE?

SHOULD WE GET RID OF THE INTERNAL COMBUSTION AUTOMOBILE?

# AMERICA IN THE 20TH CENTURY

## Unit VI: The Challenges of a New Era

### Sample Small Group Discussion Questions

1. Containment: Do you think the U.S. should continue to follow a policy of containment in regard to Communism? Should the U.S. be "bound" by its treaty commitments? (N.A.T.O., S.E.A.T.O., etc?) Could these treaty commitments "take away" the right of Congress to declare war? Do you think Eisenhower's "domino theory" is a valid one today?

2. Civil Rights: Should the Federal Government "force" integration in the south? (of schools, public facilities, etc.) Is the north free of segregation? What are your views about busing of school children to maintain "racial balance"?

3. Space: Sputnik was launched in October of 1957 and started the "space race". Is the money the U.S. has spent and will spend on the space program worth it? State your views.

4. United Nations: In your opinion, is the UN a worthwhile organization? Is the idea behind the UN good? Could a world peace organization ever work? How or how not?

5. Unions: Should unions have the right to demand closed shop conditions?

6. Post World War II: Did the U.S. have a responsibility to help rebuild western Europe, West Germany, and Japan after W.W. II? Vietnam, today?

7. Since our discussion and research on Vietnam and the history of our involvement, has your opinion of the U.S. participation changed? Are you still anti-Vietnam or pro-Vietnam? Explain your position.

8. On our discussion of the generation gap and the alienation of youth, do you agree with the so-called "experts" or do you feel there are other major reasons for the generation gap? Explain your answer openly.

9. We have just completed a study of America in the 20th Century. Do you feel the U.S. today would be agreeable to men like Thomas Jefferson, George Washington, etc? Or would they be disappointed with the country they helped to create and fought a Revolution for?

10. Are you satisfied with your country? Do you consider yourself a "true" American and do you support your country's actions in world and domestic affairs?

11. If you had the power, what single thing would you change in American life? What is the worst crisis this country faces . . . economy? . . . the Vietnam War? . . . The poor? . . . Pollution? . . . Morality? . . . Unemployment? . . . Drug abuse? . . . Crime? . . . The Black and White crisis?

## AMERICA IN THE 20TH CENTURY

Sample Small Group Discussion Questions (cont.)

12. Violence in America: The assassinations of John F. Kennedy, Robert Kennedy, and Martin Luther King, Jr. show we are living in a violent society. How do you feel about violence in America? Has it become the "American Way of Life"?

13. How did Whites react to Black demands for economic reform in the 1960's and 1970's?

14. Who really suffers because of Segregation . . . Blacks or Whites?

15. Has our study of Blacks enlightened you any more about racial difficulties?

# AMERICA IN THE 20TH CENTURY

## Unit VI: The Challenges of a New Era

Films:

- Hunger in America
- In Search of a Past
- Pollution: A Matter of Choice
- Alcoholism and Drug Abuse: Everybody's Hang-up
- Our Endangered Wildlife
- John F. Kennedy

## AMERICA IN THE 20TH CENTURY

### Materials

I. Simulations (games) that will be used in this course

II. "Who Should Survive" simulation

III. "Star-Trek Problem" simulation

IV. Lists of books, paperbacks, records, tapes, Classics Illustrated, films, etc. . . other A.V. materials to be used in the course

# AMERICA IN THE 20TH CENTURY

**Simulations that will be used in this course:**

- The Farming Game
- Imperialism
- World War I
- Stock Market Game
- Depression
- World War II
- Immigartion

U.S. IN THE 20th CENTURY

Name ______________________
Period # _____

## "WHO SHOULD SURVIVE?"

Instructions:

The following 15 persons are in an atomic bomb shelter. An atomic attack has occurred. These 15 persons are the only humans left alive on the earth. It will take two weeks for the external conditions (radiation level) to be safe for human survival. The food and supplies in the shelter can sustain at a very minimum level, seven persons for two weeks. In brief, only seven persons who can minimally survive. The group decision must not only be a consenus, but also be unanimous. Place an "X" before the seven (7) names of those you think should survive. Be able to defend your position in determining your choices.

| | | | |
|---|---|---|---|
| _____ | 1. | Dr. Dane | Age 39, white, religion - no affiliation, PhD in history, college professor, good health, married, 1 child, (Bobby), active in community. |
| _____ | 2. | Mrs. Dane | Age 38, white, Jewish, BA and MA in psychology, counselor in mental health clinic, good health, married, 1 child (Bobby), active in community. |
| _____ | 3. | Bobby Dane | Age 10, white, Jewish, special ed. classes for 4 years, mentally retarded, IQ - 70, good health, enjoys his pets. |
| _____ | 4. | Mrs. Garcia | Age 33, Spanish-American, Roman Catholic, 9th grade education, cocktail waitress, prostitute, good health, married at 16, divorced at 18, abandoned as a child, in foster home as a youth, attacked by foster father at age 12, ran away from home, returned to reformatory, left there at 16, one child (Jean). |
| _____ | 5. | Jean Garcia | Age 3 weeks, Spanish-American, Roman Catholic, good health, nursing for food. |
| _____ | 6. | Mrs. Evans | Age 32, Negro, Protestant, BA and MA in elementary education, teacher, divorced, 1 child (Mary), good health, cited as an outstanding teacher, enjoys working with children. |
| _____ | 7. | Mary Evans | Age 8, Negro, Protestant, 3rd grade, good health, excellent student. |
| _____ | 8. | John Jacobs | Age 13, white, Protestant, 8th grade, honor student, very active in school, broad interests, father a Baptist minister, good health. |
| _____ | 9. | Mr. Newton | Age 25, Negro, claims to be an athiest, starting last year of musical school---suspended, homosexual activity, good health, seems bitter concerning racial problems, grew up in ghetto. |
| _____ | 10. | Mrs. Clark | Age 28, Negro, Protestant, college graduate, engineering major (electronics), married, no children, good health, enjoys outdoor sports and stereo equipment, grew up in ghetto. |

____ 11. Sister Mary Age 27, Nun, Roman Catholic, college graduate, English major, upper middle class background, good health, loves children.

____ 12. Mr. Blake Age 51, white, Mormon, high school graduate, mechanic, "Mr. Fix-it", married, 4 children (not with him), good health, enjoys outdoors and working in his shop.

____ 13. Miss Harris Age 21, Spanish-American, Protestant, college senior, nursing major, good health, enjoys outdoors and sports, likes people.

____ 14. Father Frans Age 37, white, Roman Catholic, college plus seminary, priest, active in civil rights, criticized for liberal views, good health, former college athlete.

____ 15. Dr. Gonsales Age 66, Spanish-American, Roman Catholic, physician, general practitioner, has had 2 heart attacks in past five years but continues to practice.

"WHO SHOULD SURVIVE?"

U.S. HISTORY

Name ______________________
Period # __________

## "STAR-TREK PROBLEM - NASA"

The early colonists who first settled along the shores of the United States faced many problems of survival in a hostile world. Death was always near at hand for those who could not rely on their own abilities to solve the problems they had to face.

Problems similar to those faced by early colonists are now facing explorers of outer space. This moon problem simulation will confront you with problems not too dissimilar to problems faced by early Americans who hoped to colonize the New World.

Instructions: You are a space crew originally scheduled to rendezvous (meet) with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a point some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 16 items left intact and undamaged after landing. Your task is to rank them in order in terms of their importance in allowing your crew to reach the rendezvous point. Place the number "1" by the most important item, the number "2" by the second most important, and so on through number "16", the least important. Keep in mind while you rank your choices how you would defend your ranking order to the rest of the class.

_____ box of matches

_____ food concentrate

_____ 1,150 feet of nylon rope

_____ parachute silk

_____ portable heating units

_____ two .45 calibre pistols

_____ one case dehydrated Pet milk

_____ ten 100 lb. tanks of oxygen

_____ stellar map of the moon's constellation

_____ life raft

_____ magnetic compass

_____ 50 gallons of water

_____ signal flares usable on moon

_____ first aid kit containing supplies usable on the moon

_____ sun-powered FM receiver - sender transmitter (radio)

Bible

MATERIALS: Books, Paperbacks, Records, Tapes, Classics Illustrated, and films to be used in AMERICA IN THE 20TH CENTURY

Norris, Frank, The Octopus (paperback) (Bantam) (95¢) (NM 5648)

Sinclair, Upton, The Jungle (paperback ?) (Harper & Row)

Steffens, Lincoln, Shame of the Cities (paperback) (Hill & Wano)

Reynolds, Quentin, They Fought for the Sky (Bantam) (paperback)

Remarque, Erich Maria, All Quiet on the Western Front (Little, Brown, Fawcett) (paperback)

Lindbergh, Charles A., The Spirit of St. Louis (Scribner) (paperback)

Allen, Frederick Lewis, The Big Change, (Bantam) (paperback)

*Allen, Frederick Lewis, Only Yesterday, (Bantam) (paperback)

Handlin, Oscar, The Uprooted, Grosset & Dunlap (Universal Library) (paperback)

Lewis, Sinclair, Babbitt, Harcourt, Brace,, Jovanovich

" " Mainstreet "

Bradley, Omar, A Soldier's Story, (Popular Library) (paperback)

Bullock, Alan, A Study in Tyrancy, (Bantam) (about Hitler) (paperback)

Fahey, James, Pacific War Diary, (Avon Books) (paperback)

Bailey, Thomas, The Man in the Street, (MacMillan) (not paperback)

Brickhill, Paul, The Great Escape, Fawcett (Crest Books) (paperback)

Fogelman, Edwin, Ed, Hiroshima: The Decision to Use the A-Bomb , (Scribner) (paperba

Hersey, John, Hiroshima, Knopf (Bantam) (paperback)

Pyle, Ernie, Brave Men, Popular Library (paperback)

Schneider, Franz, and Gullans, Last Letters From Stalingrad (New American Library) (Signet Books) (paperback)

Lewis Sinclair, It Can't Happen Here! (Doubleday) (not paperback)

Brown, Claude, Manchild in the Promised Land (Signet Books) (paperback)

Griffin, John, Black Like Me (Signet Books)

X, Malcolm, The Autobiography of Malcolm X , (paperback)

Carson, Rachel, Silent Spring, (Fawcett) (paperback)

Ehrlich, Paul, Population Bomb (Ballantine Books) (paperback)

Kennan, George, Democracy and the Student Left, (Bantam) (paperback)

Silberman, Charles, Crisis in Black and White, Random House (Vintage Books) (paperba

Udall, Stuart, Quiet Crisis, (Avon Books) (paperback)

Masters, Dexter, The Accident, (Knopf) (not paperback)

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Harrington, Michael, The Other America, (Penguin Special) (paperback)

Bradbury, Ray, Fahrenheit 451, (Ballantine Book) (paperback) 50¢ each

Sims, Ed, Greatest Fighter Missions (Ballantine Book) (paperback) (U5800) (60¢ each)

Schaeffer, Heinz, U-Boat 977, (Ballantine Book) (paperback) (U2827) (50¢ each)

Rudel, Stuka Pilot, (Ballantine Book) (paperback) (U2823) (50¢ each)

Busch, U-Boats at War (Ballantine Book) (paperback) (U2815) (50¢ each)

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The Greening of American

(By Charles A. Reich - $1.95) Bantam Paper

On The Beach

(By Nevil Shute- $ .95) (N5505) Bantam Paper

Future Shock

(By Alvin Toffler - $1.95) (Y6700) Bantam Paper

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# FILMS
# for
# AMERICA IN THE 20th CENTURY

Ron Utech

| Catalog # | Source | FILM TITLE | COST |
|---|---|---|---|
| 50085 | U. of Iowa | American Image<br>Part I & II<br>(54 Min. color) | 16.00 |
| 36913 | U. of Iowa | Drug Abuse: Everybodoy's Hang-up.<br>(14 Min. Color) | 2.40 |
| 50007 | U. of Iowa | The Grapes of Wrath<br>(28 Min. Color) | 9.20 |
| 50006 | U. of Iowa | Babbitt<br>(26 Min. Color) | 8.80 |
| 46234 | U. of Iowa | The Hat<br>(18 Min. Color) | 6.20 |
| 36943 | U. of Iowa | House of Man - Part 1<br>(17 Min. Color) | 6.40 |
| 26944 | U. of Iowa | House of Man - Part II<br>(11 Min. Color)<br>Environment | 4.25 |
| 56831 | U. of Iowa | Hunger in America<br>(52 Min. B/W) | 13.70 |
|  | Audio Film Center, Inc.<br>512 Burlington Ave.<br>LaGrange, Ill. 60525 | Hitler's Executions | 25.00 |
| 60003 | U. of Iowa | Animal Farm<br>Part I & II<br>(75 Min. Color) | 20.65 |
| 50095 | U. of Iowa | Our Endangered Wildlife<br>(51 Min. Color) | 18.55 |
| 50019 | U. of Iowa | In Search of a Past<br>(53 Min. color) | 18.80 |
| 50015 | U. of Iowa | Black World<br>Part I & II<br>(53 Min. color) | 13.30 |

| Catalog # | Source | Film Title | Cost |
|---|---|---|---|
| U-5411 | U. of Iowa | Alcoholism | 6.00 |
| 56606 | U. of Iowa | The Golden 20's | 16.95 |
| 56886 | U. of Iowa | Pollutions A Matter of Choice | 16.85 |
| 48061 | U. of Iowa | The 100 Days | 5.40 |
| 66142 | U. of Iowa | John F. Kennedy | 4.50 |
| NS5105 | Iowa State | W. W. I | 5.65 |

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